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School Activities

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As the Editor Sees It

The attention of the world is now centered on dictatorships, territorial expansions, and national uncertainties, and consequently no topics are more appropriate for suitable assembly and home room presentation than these. Obviously, the implications—the blessings and dangers of democracy, and the individual responsibilities of members of a democracy—should be emphasized for contrast.

In this connection, the recent manifesto, "Democracy and Education in the Current Crisis," by the faculty of Teachers College, Columbia University, will be found helpful. Single copies are sent free. Copies in quantity may be purchased at the rate of \$1.80 per hundred.

"Probably more potentially good voices are ruined in one season of football games than all the speech teachers can remedy," states L. B. Prillaman of Albany College. However, even if true (which we doubt) there may be other gains that are worth as much as pretty enunciation, professor.

Ever try a "parents' night" in which the parents come to school and run through their child's daily schedule? The students stay away. The teachers spend considerable shortened periods in explaining what they are teaching, why, how, etc., and in answering questions. A fine educational program, especially in subjects where content, materials, and methods have changed since papa and mamma went to school.

Recently we ran across another pitiable case in which a family was "hooked" by a 98 percent fake correspondence school. The son, a high school graduate with neither basic interest nor ability, was high-pressured into enrolling—or rather, his parents were high-pressured into enrolling him. And, of course, a substantial down-payment was made on a high-sounding but thoroughly impracticable course.

Here is a good educational opportunity for your school. Develop an assembly

or PTA program on this danger, building it around the methods and devices commonly employed by these wolves—an avoidance of the principal and his teachers; a lack of serious consideration of the proposed victim's interests, abilities and potentialities; a high-pressuring of the victim and his parents; a discouraging of all expressed desires to investigate further; emphasizing the old worn-out "argument"—"this offer is good for only a limited time;" using a long, formal, and unintelligible contract, etc.

Probably some students from nearly every high school have been victimized. Such a program would doubtless accomplish much in teaching students and their parents to "stop, look, and listen."

"Football's Civil War," is the title of an article in LOOK for October 22, 1940 "Dixie pays athletes and accuses the North of rank hypocrisy for not doing the same," runs a subhead. Somewhat loud and sensational, but a good article for anyone (including school administrators, teachers, and students) to read, because it brings a troublesome problem out into the open.

At last the school trip, long a vital part of European education, is being recognized by American schools and incorporated into their schedules. The growth of this trip movement has been phenomenal. Briggs and Merriam in 1921, and Collings in 1932, were among the first, if not the first, to emphasize the importance of the school trip and to describe how it might be conducted and utilized. That was less than twenty years ago. Recently we examine approximately 400 articles on this same subject, and most of them appeared during the past five or six years. Undoubtedly "visual education," as well as extra-curricular activity, promoters have been largely responsible for this healthy development. Incidentally, the inaccurate and odious expression "excursion" has all but disappeared from the literature on the subject. Thank goodness!

Exhibiting Student Government to Parents

PARENTS must be continually informed of the status of student participation in school government if the system is to operate most successfully. Fathers and mothers so easily form wrong impressions about extra-class activities. At home children speak about those school activities which are novel and unique and in which they have a vital interest. If they are elected to office, serve on a committee, or become a member of the newspaper staff, parents hear about it and table conversation centers around the child and his experiences. Outside the classroom little is ever mentioned about the causes of the Mexican War when those causes are discussed in history or the difference between transitive and intransitive verbs when those differences are studied in English.

Parents begin to wonder: What is going on at school? Are they teaching those fundamental subjects which I studied and which my children should study? Do the boys and girls ever do any real work? These are fair questions. These are honest and sincere questions.

Parents have a right to control what is being taught their children. They have a right, in a democratic land and in a public school, to supervise the entire educational program. But, educators must make sure that this control and supervision is wise and based on sound educational theory and practice. It is for teachers and administrators to interpret the school program to parents in such a manner that they may understand, appreciate, and approve what the school is attempting to do. If parents do not understand student participation in school control, its purposes and values, they can hardly be expected to appreciate it or to approve it.

In our junior high school the custom has arisen of spending one of the monthly PTA meetings in exhibiting student government to parents. This is done each year, especially for the benefit of the parents of seventh graders. Practically every year this question appears in PTA question-box: "Why do the students in junior high spend so much school time in activities outside of their regular class work?" So every year the facts have to be made known and the answer given.

The answer this year was given in the form of a pageant with each student organization presenting a short skit illustrating its work. A microphone and loud-speaker were installed to permit an announcer backstage to describe the organization, purposes, and functions of

FRANK MEYER

Student Council Adviser, Junior High School, Grand Haven, Michigan.

each group. After a short introduction by this announcer, the curtain of the stage was raised on the newspaper staff. Then in six minutes the staff showed what it did each week. First, the editor called a meeting of the staff to give assignments, hear complaints, and to encourage the reporters. As this meeting adjourned, a reporter interviewed the basketball coach on the past season and on next year's prospects. Then reporters were seen busily engaged in writing their stories. The stories were handed to the editor who read and corrected them and prepared the "dummy." The stories and "dummy" were sent to the typist and to the mimeographer (both on the stage). Finally, the finished paper was ready for distribution. As all of this book took but six minutes, none of it was complete. The announcer, however, described each part of the work, pausing to permit the students to talk and carry on regular conversation. He also pointed out that all of the work on the weekly school newspaper was done outside of class and without interfering with the regular classes. Parents were told and actually saw the educational values of these activities.

The civil service commission was then introduced by the announcer. The four members of this commission sat at a table on the stage. An applicant for a position on the newspaper staff was interviewed and given a test to work out. As he was doing this, the commission proceeded to correct some tests which had been completed previously and to decide which applicants to recommend for various offices. Here parents were shown how most appointive positions were filled. They could see that everyone has an opportunity to take part in school activities and that no favoritism is shown. They also saw how the purposes and operation of the merit system in government were being taught their boys and girls in a real and personal manner.

At the end of four minutes the curtain was lowered and the civil service commission was replaced by the assembly committee. For five minutes these students carried on a typical weekly meeting. They discussed an assembly which was to be given the following week. Problems connected with presenting an assembly were brought out and means of solving these problems were demonstrated. Parents

could not help but realize the educational value of these problem-solving activities. They saw the development of ideas into programs and the building of character in the process.

The meeting of the assembly committee could have gone on for an hour but it was arbitrarily cut off at the end of five minutes by the descent of the curtain. When the curtain again arose the audience saw the hall captains (monitors) in position. The announcer explained that now the stage was a hall with traffic directors in place. The passing bell was rung and all the students present walked around the stage just as they do in the halls. Parents saw the hall rules in operation, and methods of enforcing them were displayed. Two boys had been instructed to disobey some rules to make the situation more typical and to permit an occasion for their arrest by a marshal. This gave a complete picture of hall conditions and illustrated the methods used in school to teach self-control and student-enforcement of student-made rules.

When the curtain was next raised, the scene was the student court room. One of the boys who had been previously arrested pleaded guilty, and was told to return for sentence the next day. The other pleaded not guilty and his trial began. Witnesses were called and questioned. The prosecutor and defense attorney were in action. The court functioned for ten minutes in all respects as it does for real cases. Parents saw how the school attempts to teach organization and procedure through actual experiences in school. They realized the valuable training and public speaking obtained by the participating students. They recognized the court as an educational activity on a par with, if not superior to, a class in civics.

The student council followed the court in this pageant of school activities. In order to have a typical meeting of the previous Friday. Members did not memorize their remarks but followed a brief outline of Friday's meeting. The meeting was condensed in order to show a number of kinds of business: roll call, committee reports, communications, old business, and new business. Parents viewed representatives of the student body discussing problems important to the students. They realized that the school was teaching the democratic process in a vital matter. They saw these seventh and eighth graders carry on a business meeting in perfect parliamentary order. On seeing it in operation, they were convinced of the educational value of the system.

In conclusion, the library board presented a five-minute skit. A librarian was shown at her desk with books in cases behind her. One student came in to secure a book, another to report a book lost, a third to pay a fine on a book overdue, a fourth to renew a book, and a fifth to obtain some information for a class

report. In five minutes the audience was shown a few of the many activities of the student library board.

Between a few of the scenes when it was necessary to rearrange the stage, there were musical numbers. The glee club sang, and three solo numbers were rendered. This prevented awkward pauses and exhibited other types of school activities. The announcer occupied any other time necessary for charging the scene with an explanation of the skit.

That this was a successful PTA program and a valuable interpretation of student activities, there can be no doubt. More than twice as many parents attended this PTA meeting as any other held during the year. After the pageant, one of the fathers who had been most critical of the activities program, remarked, "Do you do all that besides your regular class work?" He couldn't believe it but was happy to know it was true. The local newspaper reported that, "This very informative program was well received." At the end of the year the PTA sent a questionnaire to parents asking them, among other things, which program of the year was most valuable. The replies were practically unanimous in listing the pageant on student activities as the best. Such a pageant not only forms a valuable PTA program but also is a dramatic explanation of student participation in school control.

Prestige Through A Community Chorus

ADRIAN NIEBOER

*Pentwater High School,
Pentwater, Michigan*

One of the most effective ways to eliminate destructive criticism of the school and foster the spirit of co-operation and good-will is to provide practical situations, so that the people of the community can join in with the school in a program of activities. Of these activities, the community chorus, with the school as the nucleus, affords an unusual opportunity. There is considerable musical talent in every town, no matter how small, waiting for an outlet which can easily be provided by a music teacher in the school. By using these outside capabilities the music teacher can not only carry out a program of music appreciation, but also create a harmonious relationship between the school and community.

In the small town of Pentwater, Michigan, with an official population of 772, we were able to have an enthusiastic chorus of which the village was very proud. This was in spite of the fact that music had been at such a low ebb that for several years there had been no

(Continued on page 132)

Character Training at Recess

A HALF DAY of study is too long for the elementary school pupil. Play periods serve as a healthful stimulus to both mind and body, enabling the pupil to return to his desk, usually, with an increased ability to concentrate on his lessons.

This purpose is usually served in a gratifying manner in most schools. However, there is an excellent opportunity, rarely taken to advantage, to incorporate education into this period.

The average recess consists of turning the pupils loose on the playground, or in the playroom, with balls and bats or with parlor games, then letting them direct their own play. Here in this playtime the boys and girls partake of the type of recreation that may happen to offer itself. The interest they take in their games is great and their successes and failures are important to them, more important than is commonly supposed by adults. If something that affects their mental, spiritual, and physical development is taking place, it is a part of their education, and the schools would do well to take cognizance of it.

Character is picked up or is taught through associations with others on the playground, for there habits are formed. The grade school boy or girl develops traits from seeing someone perform a deed; then by copying that performance repeatedly. They imitate if, in their minds, the doer gained by his performance. The pupil has not always acquired the ability to judge whether or not the performance was ethically right or wrong. Hence he needs to have someone older point out for him what is good and what is bad.

If this leadership in judging values is absent, good and bad characteristics, being part of the child's experiences, are set up for him to copy, and he gets a bit of both.

It has been said that to a child a thing is either right or wrong, black or white, whereas the degree of goodness or badness is not so clearly defined to an adult. It may assume various shades of gray according to other external factors.

This is not so in the sense that a child is able to determine for himself just what characteristics are evil and what are good. When the recess period comes it should be looked upon by the child as a period of play, by the teacher as a period of educational opportunity.

In fair weather the ordinary game for boys and girls alike in small school communities is softball in some form.

Here is baseball made to fit the youngster who does not have the equipment, playing

ROWEN ALDRICH

*Gilson Public School,
Gilson, Illinois*

field, skill, or immunities to the dangers of hard ball. It is played by both boys and girls. Almost everyone likes to participate.

This game, or some form of it, may be played by a very small number, or as many as twenty may take part. These characteristics make it an ideal game for the small elementary school.

Here is where honesty, courage, fair play, teamwork, toleration, and other desirable traits of character are practiced. In this situation these qualities are of real consequence.

Suppose in a game at recess time one team beats the other in a ball game by a close score. Quite often this is followed by "you cheated," "you had to play unfair," "your last score wouldn't have counted if we had an umpire." Unless the accusation has some truth in it (an item that the teacher's presence can prevent), this is definitely not only an example of poor sportsmanship, but the child is making an unfavorable adjustment in order to compensate for his defeat. What impression does this make on the other children? He, being the loser, took consolation in accusing the opponents of unfair play, or any other alibi that may come handy. Hence why not use the same alibi for any defeat in any contest? Or for that matter for any defeat in any of life's tasks?

Someone should point out that it was by superior play at a critical point in the game that the other team won. But there is no one to point this out. So the child secretly resolves that if one may get ahead by any methods, fair or otherwise, it is the thing to do.

The interesting and vital feature of this is that it carries over to situations outside baseball or other games. It becomes a habit with the child. Where did it begin? On the playground where character development could have been achieved.

Whenever a child has an opportunity to repeat reactions to any given stimulus, this mode of reaction becomes a habit. The personality and character of the child is being molded. Any well directed blows that the school can give in the molding of this potential citizen should be brought to bear. Hence the school that adopts this field of training is far more likely to turn out individuals whose social tendencies are acceptable to the community than are those who fail to recognize this fact.

When someone is on the playground to commend examples of character whenever they occur, he impresses the other pupils as well as the one being complemented. They, too, become desirous of performing like deeds in order to receive praise.

Also, if a pupil continually complains when he is not chosen on the team with the apparent advantage, his example may soon be made to appear undesirable for it draws no praise. Rather, it gets an unfavorable reaction from the one directing the play as well as from the other pupils. A boy who has undesirable characteristics such as a smartaleck attitude, bullying, whining when the game goes in his opponents favor, soon finds that such actions meet the disapproval of the other pupils.

Whenever the children themselves become able to act as the deciding factor in determining what attitudes and actions will be accepted on the playground, then the training is excellent because there is no make believe about it. It is real. Then, too, a boy or girl may not take seriously what the teacher instructs, but under the pressure of his own crowd it becomes a different matter with him.

The teacher meets the pupils under more favorable conditions on the playground than in the schoolroom. They are fairly at ease here, and the teacher who participates in their play has a better chance to understand the child in the classroom. The possession of a common interest makes for a natural, wholesome relationship between learner and instructor. Whenever the pupil gets the idea that the teacher is not interested in the things that seem very important to him, he usually has little enthusiasm for the teacher's interests.

In the case of games between schools it is not best to emphasize too much the importance of winning. Here again, the teacher in the role of a coach, umpire, referee, or merely spectator finds excellent opportunity to instill the spirit of fair play, honesty, appreciation of the opponent's skill, and other desirable characteristics.

The child who because of some psychological factor in his life prefers to play alone is to often ignored at recess periods. Just as long as he is quiet and avoids mischief, the teacher considers him a well behaved youngster. No effort is made to get him into the games, and he is left to his own resources for recreation.

This is quite often the stage where "mischief" that counts in the child's life begins. He develops the habit of preferring to remain aloof from others. He develops shyness. He may seek the company of younger children in which group he becomes a bully. Or he may acquire the habit of depending on his fancy for recreation. These traits may not seem detrimental at the time, but they lead to serious psychological reactions.

His problem is greater than that of the child who steals or lies. Therefore in the child's interests, it should be part of the school's program to get the boy or girl interested in games with others. The earlier in his life the child develops the habit of wanting to play with others, the easier it is to make that adjustment. In other words habits are moulded easiest at an early age.

It is doubtful whether or not a more ready-made situation can be found, where the pupil has such an opportunity as this for social training from the association with others. Here the motivation, the learning situation, the child, and the teacher are brought together twice daily during the school year.

As an example: Very small boys and girls like to play catch with a ball. If the teacher takes part, this is usually an incentive for others to join. With small children, the best procedure is to form a circle, and toss the ball back and forth from one to another. Boys and girls like to show their ability before older people. The child who does not join the circle, but watches from some distance should be invited to join. If he acts shy or refuses, the teacher may suddenly toss the ball to him, making sure that he is looking. If he catches it, a "good catch," from the teacher is usually enough to get him to join the group. There are numerous ways to get the "wallflower" type of youngster to participate in group activities.

From this point; the courtesies, the honesties, the fair plays, the cooperations, as well as the bad manners, the cheatings, the unfair plays and the disregard for teamwork soon appear. The desirable reactions should receive favorable comment from the teacher. The undesirable receive no comment. Their contribution to a good game soon becomes apparent to all. Nothing more need be said.

The child soon learns that the other children depend on him to play fair and assume a proper attitude in games if the games are to be a success. This dependence of the group is an important factor in our democratic life. That is, the dependence of the group on each individual. Children can learn this at the recess period if it is taught and its values brought to light.

Henry Sydnor Harrison, in his novel, "Queed," has a good idea of the importance of this phase of education in the school. Mr. Queed, the leading character, says in regard to the school he plans: "We want to have a school in which the boys and girls have it knocked into their heads, that they are a link in that chain we call society. That they should not let themselves go wrong socially, because it would be a blow to that society, and that chain depends upon them to give its

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Open Forum Club Experiments

FOR A number of reasons, the Patterson Park High School in Baltimore, Maryland, is attracting attention in the educational world. The present account considers one of these reasons, namely, the Open Forum Club of the school, which is experimenting in the ideals of democracy.

LAUNCHING THE EXPERIMENT IN DEMOCRACY

The experiment began in September, 1938, when seven twelfth-graders requested the organization of an open forum club, where they might express themselves freely, work in groups, and acquire facility in speaking before others. Why did they make such a request? During the previous summer vacation, while seeking employment, they were asked, "Have you had any experience in public speaking?" "Do you work well with a group of people?" "Can you talk convincingly enough to sell your ideas?" Thus, the felt need for leadership, cooperative enterprises, and forceful self-expression led to the formation of the club which for two years has experimented in the ideals of democracy.

Only the seven interested seniors and the writer, who is the faculty adviser, attended the first meeting. Yet by December, 1938 there were sixty-six members, and by June, 1940, there were one hundred and two boys and girls—sophomores, juniors, and seniors—all enthusiastically engaged in the club's activities.

Left alone, with the adviser remaining in the background and acting only as a guide, the students organized the club, arranged all the programs, conducted the meetings, and spent considerable time rehearsing the talks.

Throughout the experiment, the pupils had ample opportunity to develop those qualities essential to a democracy—individual initiative, leadership, cooperation, and freedom of speech. They learned, furthermore, that certain duties and responsibilities devolved upon them when they enjoyed rights and privileges of democratic living. How did all this come about? Only students who did exceptionally fine work in the regular club meetings could expect to be chosen by the members to speak on special occasions for instance, on the school assembly program, over the radio, or in a contest with other high schools. Then the club gave awards to February and June graduates who excelled in public speaking. Thus motivated, the pupils pushed forward to higher goals, and meanwhile the school's student reporters to various papers continued to write much about the club's accomplishments. Beyond doubt, democracy asserted itself in word and act with respect to every program and

JANET BASSETT JOHNSON
*Patterson Park High School,
Baltimore, Maryland*

activity of the society, for it was understood that the future of the club rested on such a faith. This belief was a positive fact which remained uppermost in the minds of all those who belonged to the club.

SETTING UP A DEMOCRATIC MACHINE FOR THE CLUB

The first and second meetings in the fall were devoted to an election of the following officers: a permanent chairman, secretary-treasurer, librarian, along with chairmen of the program, social, and awards committee. Soon after the election the librarian and committee-chairman chose members to assist them. At these meetings, the program for the coming year was briefly outlined. Students having marked artistic ability volunteered to make a series of posters for advertising each of the bi-monthly meetings.

Realizing the importance of a written constitution to their democratic organization, the boys and girls selected a committee of five to draft such a document. When the constitution was presented to the club for approval, an animated discussion ensued, and parts of it were accepted only after compromise. Later, it was copied on a large sheet of parchment. All members were delighted to sign their names to the document, after which it was framed and hung where it could be consulted whenever necessary. Nor did the pupils confine their efforts to drafting and signing this manuscript, for several of them reported on the constitution of the United States, of foreign countries, and even of other clubs. Always there was lively discussion, rapid-fire questioning and answering, and challenging of or remarks.

DEMOCRATIC PROCEDURE OF REGULAR BI-MONTHLY MEETINGS

Whether the bi-monthly program consisted of panel discussion or debate, the program committee selected the speakers, held all rehearsals, saw to it that those delegated to make posters had the necessary information, and contacted the school's student reporters. When it came time for the speakers to present their reports, either the chairman of the program committee or a member that particular committee presided, but during the routine business and at the conclusion of the speeches, the permanent chairman was in the chair. Then it was that the permanent chairman

threw the club open to free discussion by every person present who wished to make a correction, refute a statement, ask speakers for the references they had used, supply supplementary material from collateral reading, make suggestions for improving students' talks, or offer congratulations wherever such were deserved.

Merely listing the topics for the panel discussions shows how the ideals of democracy were provided for in the bi-monthly programs. These included: freedom of speech and the press, rights and privileges of persons dwelling in a democracy, duties and responsibilities of those who live in a democracy, using the library to the greatest advantage, improving housing conditions in our country, Maryland's contribution to the growth of American democracy, Federal Bureau of Investigation, Federal Judiciary, and Anglo-American relations. To vary the programs, there were book reviews: Jay Franklin's, 1940; Burton J. Hendrick's, *Statesmen of the Lost Cause*; and Beard and Beard's, *America in Midpassage*. Frequently articles appearing in newspapers and magazines were outlined. There was great interest shown in such research reports as: changing maps of the world, propaganda and war, America's distinct cultural advancement in the last decade, and advantages of living in a democracy.

But nothing proved more stimulating to this free thinking and speaking society than did the debates. Some of these were as follows: Resolved, That the people of a nation should vote for war before it is declared; Resolved, That high school should begin at eight o'clock and close at five o'clock, but no home work should be assigned; Resolved, That automobiles should carry compulsory insurance; Resolved, That Roosevelt should run for a third term; and Resolved, That every large city should have a junior college.

PROMOTING OTHER ACTIVITIES THAT STRESS IDEALS OF DEMOCRACY

In addition to the bi-monthly programs, the club members sponsored many activities permitting them to become progressively more democracy-conscious. During the two years of the club's existence, the boys and girls gave five programs before the student body. Their selections for Armistic Day, 1938 and 1939, emphasized patriotism and Americanism, respectively. Here as always, they planned the talks, supervised the necessary preparation for their presentation, and presided when the program was put on in the school auditorium. In February, 1939, two pupils appeared in "humanized-close-ups" of Abraham Lincoln, the man, and in his Springfield Speech. Then in May, 1939, they sponsored a debate between two of the club's debating teams and in May, 1940, they held a debate with a team from another senior high school.

So much for assembly programs presented by the club, but what of its other activities? Perhaps none of these exceeded in excellence the work done by thirty members who went to the School Administration Building and gave a debate before several hundred men and women comprising Adult-Education Groups. On this occasion six of the boys and girls debated, while five of them acted as judges, and all of them participated in the free argumentative examination that followed the debate.

Later, at the next bi-monthly meeting, there was ample opportunity for criticising, pro and con, the debaters and the points they made before the parents. These debaters, then, showed themselves to be fine sportsmen, for, almost without exception, they asked, "What can I do to improve my speaking voice?" "Do I have poise?" Or "How can I overcome nervousness while debating?"

Other than taking part in panel discussions and debates, several pupils succeeded in securing speaking roles over the radio, while three or four of them acted as announcers. They were thrilled indeed.

Nor would a correct description of the club's activities be given, if nothing were said of its dance-socials. Here the social committee took charge, securing from all members donations of refreshments—ice cream, home-made cake, cookies, fruit, candy, and nuts—organizing among the pupils a four-piece orchestra, and acting as hosts and hostesses at the party. Besides serving the guests, the committee arranged five tables around the room, and to these everybody present went and helped himself. If some of the boys and girls, or teachers, remained in the background, the hosts and hostesses secured dancing partners for them. Nor was there a single dance-social that was not a happy affair.

CONCLUDING COMMENT

What was the educational significance of the work accomplished by the Open Forum Club of the Patterson Park High School? There was sustained enthusiasm, much voluntary reading and research, and regular attendance at the meetings. Why? The pupils were engaged in what they liked to do: discussing and debating present-day issues aimed at the development of one-hundred per cent American democracy. Ever was emphasis placed on love of country and the flag of the United States. The study of contemporary problems supplied patterns of social-economic-political thought. An understanding of the cause and effect underlying conditions that characterized the boom years of the 1920's was applied to life in the lean years of the 1930's.

There was phenomenal progress in the ability of the members to engage in public speaking.

(Continued on page 121)

School Paper on a New Basis

THE publication of the school newspaper, both as tool with which to vitalize the teaching of composition, and as a medium for citizenship training, has come to be recognized as an invaluable project in the secondary school of today. Both of the needs which it helps to meet are crying ones.

Large numbers of high school students, failing to see the practicality of composition taught under the ordinary circumstances, take no interest in the subject, with the result that they get little out of it, although they are in dire need of what it has to give them. The school paper, furnishing a practical situation in which reasonably good writing is necessary, gives the otherwise uninterested pupils an incentive to master composition.

Furthermore, the present need for combatting the various "isms" that are besetting us, makes it of paramount importance that every available opportunity be used for training our young people in citizenship as we understand it in the democracies. The publication of a school paper offers abundant opportunity for training in leadership, cooperation, and responsibility.

However, the greatest good to the greatest number cannot come from publishing a school paper with a small, permanent staff; nor can it come from the set-up of the ordinary journalism class.

I tried various schemes, during ten years of sponsoring high school newspapers, to increase the number of students benefited by the work of publishing their papers. The plan which I found to be most successful, and which I have used in a number of high schools, grew, first of all, out of the educational principle that we learn to do by doing. I had a large group of upper-classmen who needed to learn to write, so I determined that they should write—not because they had to, but because they wanted to.

Knowing that to see the work of our pens in print has quite a universal appeal, I explained to this class that all their writing would be done specifically for publication in the school paper. There would be no "exercises" in writing. After a brief survey of the general principles of the style and structure of news stories, we would begin writing the stories which would comprise the material of their paper. This we did, learning as we went along, by the age-old method of experience, and supplementing this knowledge with that gained from texts, lectures, and the study of the daily newspaper.

Obviously, however, there were many more pupils than we would need to write the com-

MARION MARSH BROWN

*Teacher of Adult Classes in English,
Omaha, Nebraska*

paratively few stories required for copy, as the paper in this school was only a weekly. In view of the fact that competition has its values, if properly used, assignments were given out for covering the news, with more than one person assigned to write each article. It was understood that the best story on each subject would be chosen from those submitted, to be run in the paper. Each student was anxious to see his stories in print and worked hard to obtain all available facts, to be accurate, to use the accepted news structure and style, and to write without mechanical errors. To give encouragement to those doing the best work, I posted on the bulletin board each week the names of those students who had articles in that issue of the paper, with the number of articles to their credit. Students were proud to see their names in the list, and particularly proud to have succeeded in getting more than one article published in a given issue.

The chart posted each week also included the name of any student who failed to get his assignment in, or who failed to get it in before the deadline. However, this list of failures rapidly became so small that it was usually non-existent. Pupils soon learned the responsibility of being newspaper men and women.

Then, instead of following the usual method of having an editor elected for the year or semester, and other permanent staff members named, it seemed best to let each one of them have an opportunity to edit the paper, as well as to try his hand at other jobs entailed in its publication. For the production of each issue, a different editor and assistant editor were named. Likewise, persons each week filled other staff positions such as that of sports editor, society editor, etc. The students were instantly enthusiastic, and each began planning how he could make his issue a little better than those of his classmates. Not only was the spirit of competition spurring them on to do good work, but also was pride in the fact that they were being trusted with responsibility. So interest ran high.

In order to facilitate matters somewhat, the assistant editor was promoted to the position of editor each succeeding week. Having worked with the editor on one issue, he was much better able to take over the full responsibility the following week.

The copy-reading very soon became the work of the class rather than of the teacher. To begin with, it was necessary to choose some of the better members of the class to do this work, and even then, I read copy with them. But as they became more skilled, and other members of the class also improved in the handling of mechanics, I was able to turn this duty over entirely to students. The copy-readers also changed from week to week as time went on, and they were very careful not to let errors in fact or form slip by them.

After copy was read, members of the class who were commercial students took turns typing it so that it was in uniform shape for the printer. The writing of headlines and of editorials, and the make-up of the pages were taken care of by the editor and assistant editor in charge of a particular issue, with the sponsor giving only such advice as was necessary, and staying very much in the background.

Thus every student had ample opportunity during the term to develop proficiency in composition, to work cooperatively with others, and to take responsibility.

The plan worked with great success in many different classes and in several different high schools, never failing to arouse a vital interest in a practical activity, and in some cases being the direct cause of pupils remaining in school who had been so disinterested formerly that they were ready to drop out. It has also proved to be the cause of a number of students taking up newspaper work as their vocation. My recommendation of the plan comes from having seen its results.

A Recreation Center, a Creative Student Activity

R. LLOYD CANTOR

*Student, New York University,
New York City*

WE'LL run it ourselves!" declared the youngsters when the Police Athletic League moved out and left the Judson Recreation Center without formal direction. The "center" is in a building owned by Judson Memorial Church and used during the day by New York University. From late afternoon through evening, it is an enterprise run by boy and girl counselors for the one hundred and twenty-five or more children enrolled at present. They all live in the tenement neighborhood of Greenwich Village in New York City and belong to several village churches.

The outgoing Police Athletic League left a couple of ping-pong tables, but took along their balls and paddles. These were needed, of course, so after a mass meeting taxes were

levied on the members in the thin disguise of annual dues—ten and twenty cents. Such portable equipment as is in the Center now is kept in an office about the size of a large closet. Among the items of standing equipment are two real fireplaces, a couple of pianos, two showers for girls and four for boys, and a shelf of battered books and magazines brought in by the children. Jig-saw puzzles are popular, but the favorite game is chess. Fireside chats on various topics were held during the winter.

The girls are teaching the boys to dance, and there are real dances, with an orchestra and a charge for admission—to swell the equipment fund. Possibly the most democratic bank in all New York is the one in the crafts studio at the Center. It is a small tin can nailed to a board. The boys in the crafts class put it up and deposit bits of small change (pennies mostly and now and then a nickel), taking the money out to buy art supplies which they are unable to improvise themselves. For the handicraft, articles are made chiefly from discarded materials and odds and ends that may be obtained by students for little or nothing.

One of the events scheduled for the near future is a wagon race—the entries being—Judson-made vehicles with a strong resemblance to wooden boxes on uncertain wheels. But their proud constructors insist that they "travel." Besides who can tell whether a Bel Geddes is in the making among these ragamuffin wagon designers! They are expending all their artistic talents in the decoration of their home-made coaches, with the hope that their individual wagon will outshine those of all their playmates.

The Boy Scout troop of the Center is busy and will give a play in the near future to raise a hundred dollars for pup tents and other things Boy Scouts need. The Girl Scouts are not idle. They have a garden behind the Center where they have planted French and African marigolds, under the friendly direction of the Village Little Gardens Club. Great care and no end of pride are bestowed on a Dr. Van Fleet rosebush, the gift of Lady McLean of England. Brownies meet here too.

As arts and crafts adviser, I found to my intense joy that many of the youngsters had real talent. There was little chance of these youngsters' attending art school, because of their financial straits, but I consulted Nouveau Academy in the Village, and that institution has graciously consented to award five art scholarships among them.

This youth participation project has functioned most successfully, and the children have been steadily growing through their activity in making plans, doing the work and, in general, having fun.

Making Bricks Without Straw

THERE are many indictments of the high school annual of the usual type—against the community, pupil, and school. Its production disrupts the normal routine of the school for weeks. Its cost often embarrasses the poorer student. While it affects the whole student body, it gives little training for relatively few students. It always provides a profit for the commercial house, and usually a deficit for the school. By indirect boycott it may force local business houses to finance a majority of the activity through the purchase of almost worthless advertizing.

In spite of the fact that most administrators realize the folly of producing the old type annual, school and community pressure make it almost impossible to do away with it. The members of the senior class have anxiously watched the production of annuals since their freshman days. The honor and glory of the seniors have been heralded by beautiful pictures and lavish praise in the annual. At last the present senior class will have a chance. They are the important heroes now, whose obligation is to produce a bigger and better annual.

It would not be fair to these pupils to eliminate the annual even if the school could do so, but the problem of producing an annual is a real one. Since this problem is likely to remain with us, why not capitalize the production of the annual as a real educational activity?

A few years ago the senior class of Pocahontas, Virginia, High School published a beautiful annual through a commercial engraver. It cost each member of the senior class three dollars and each of the local merchants an equal amount. This costly experience satisfied the school and community for a good many years. As time passed, succeeding classes soon forgot this experience. A good salesman sold the class on another type of annual. He agreed to produce a forty-page annual which would sell for one dollar. His company would provide the covers, bordered pages, and ten group pictures for each annual. The class would assemble the materials, provide stencils, mimeographing, and other features. They would be permitted to sell advertizing to local merchants, which they could apply to the cost of the annual. In spite of the large amount of advertizing sold, the annual did not prove to be a financial success. It was a much better annual than the old type, but still had many undesirable features.

"Let's produce an annual" was the slogan which developed in the Beta Club of our school about six weeks before time for school

HUBERT J. DAVIS

Matthew Whaley High School,
Williamsburg, Virginia

to close. This club had produced the leadership in nearly all of the worthwhile activities of the school during the year. An annual would be a fitting climax to their previous achievements.

Their suggestion was discussed by the faculty, by the officers of the club, and by some of the patrons. The club was tactfully informed that it was not only impractical, but almost an impossible undertaking. The time was too short. The senior class usually sponsored the annual, and now it had about all it could well do. Past experiences with the production of annuals were recited, but with no success.

With the evident determination to produce an annual in spite of all obstacles, the class agreed to work by any definite principles set down by the advisers. The Beta Club agreed to sponsor the annual but to make use of all of the senior talent available. The annual would be mimeographed by the commercial club. The art club would do the art work. The photographic club would do all of the processing of the pictures. Individual pictures would be made and mounted directly on the mimeographed pages. A cheap paper binding would be procured. The members of all of the clubs in the school were ready and willing to work on the annual after school hours, in the evenings, and even on Saturdays.

The following basic principles were worked out to make this a project with the greatest possible educational value:

1. It should be an annual that had wide appeal, intimate and lasting to every member of the student body.
2. The price of the annual should be so low as to be in reach of every pupil.
3. There should be no fuss for private or group pictures, and no advertizements should be carried. It should be paid for out of the receipts from sales.
4. Supervision of the work should not fall upon any one member of the faculty. The production should be cooperative, an integrating effort involving all of the club sponsors in supervision and permit the students to do all of the work.
5. The editorial and business staff should not assume the work of production alone. It should involve every member of the student body if possible.
6. The appeal of the annual should not be

motivated through a high pressure sales campaign, nor by expensive materials. The appeal should be based upon individual contributions of the members of the student body.

7. All of the work involved in producing the annual should be done within the school by the students.
8. No class or activity of the school should be affected, no pupil penalized by the additional work of getting out the annual.

The staff was selected from the clubs at large. The sponsor of the Beta Club was made chief sponsor. In a few days the staff and advisers presented the following general plans for the annual. It should be called the POCAHONTAS. The faculty, seniors, and juniors would each have individual pictures. The other pictures would be group pictures. The plans called for forty eight individual pictures, ten group pictures post card size, and ten enlargements five by seven inches. This made a total of sixty-eight pictures for each annual. Eighty annuals would be produced for a student body of one-hundred twenty pupils. This meant almost six thousand individual pictures that would have to be made. The annual should contain fifty pages, and should sell for seventy-five cents.

Within a few hours after the adoption of these plans, orders were placed for the materials. The first real problem that the staff faced was that of improvising a studio and securing the necessary photographic equipment. The lighting system was put together from cake pans, regular laboratory ringstands, photoflood bulbs and chairs. Backgrounds were made by repainting discarded blackboards. A fixed focus Brownie Kodak with a portrait attachment was obtained and used to make all of the pictures. One corner of the library was converted into a studio.

The chemistry class mixed all of the solutions needed. Three members of the photographic club volunteered to construct a printing box each. Within a few days these were ready. Another group assumed the responsibility for converting the chemistry laboratory into a large dark room. Our best technical skill was conscripted to construct and enlarge from a bellows-type camera belonging to a member of the club. Another group devised and constructed a mechanical dryer, which was capable of drying prints faster than a crew of three could put them on the squeegee boards. Rubber rollers, film washing tanks, film files, envelopes, safe lights, wash basins, etc. were constructed by members of the club. The assembling and making of the photographic materials proved to be the richest educational experience in the whole process of producing the annual.

The studio was kept open all day by groups

of students working during their study periods, lunch hours, and recess periods. Every spare moment was used. All of the pictures were taken within two days time. In the meantime another group was busy in the darkroom developing the pictures as fast as they were taken.

The stenciling, art work, editorial work, sales campaign, mimeographing, and assembling of the annual were worked out on a similar plan. No class or activity of the school was interrupted. No pupil was penalized by the work.

An unavoidable delay retarded the photographic work for a week. Another delay of ten days in the photographic order threatened to wreck our plans. However, this delay was capitalized for good. The short period of time left to produce the pictures made it necessary to increase the size of the groups which could do the work. Since there were only twenty experienced photographers, each was assigned a member of the Beta Club as a helper. This made it possible to teach the helper the elements of photography.

Twelve days before the annual was due not one of the pictures had been completed. Three groups of two each made the contacts of the pictures, one group cut the paper, two treated the exposed paper with the solutions, two dried the prints, and one group assembled and filed them. The darkroom was kept in continual use. Groups of pupils who had study periods during the school day were assigned tasks which could be done without supervision. So much enthusiasm was developed that it became necessary to limit the number of hours for the volunteers, and to work out a definite schedule so as to give everyone an equal chance. Ten days from the beginning all of the pictures had been made and delivered to the assembling committee. This of course involved the constant work of groups of eighteen or more workers for every evening, two full Saturdays, and all of the available study periods.

In the meantime the art work, typing, stenciling, and mimeographing had been completed. The same eagerness to help with the photographic work was revealed in every phase of the production. Always there were more workers than jobs. Within a few days the business manager reported an oversubscription of the number of annuals planned. It was necessary to issue the annuals to the first pupils who had paid for their copy in advance.

Mounting the pictures and assembling the pages was another big job. However, since this did not involve technical skill, with the large number of volunteer workers this was completed in a short time. The annual was delivered two days before the scheduled time.

(Continued on page 122)

Organization of a Thrift Club

MANY HABITS are in the formative stage at the junior high school age.

The pupils at this particular age are desirous of associations with one another; they also are club minded. Hence, through the introduction of worth while stimuli, habits which will be beneficial to the student in later life can be formed.

At this age thrift becomes an important factor to students. With this thought in mind, a Thrift Club was organized for our junior high school. We have gathered together rules and regulations from other organizations and added a few new ideas of our own.

The plan was inaugurated last year and has been in operation long enough to be rated successful. Although our plan will fit any size school, it is particularly adapted to junior high schools of less than one hundred fifty. There are at least three good reasons for this:

1. Schools of this size will, as a rule, be located in towns where banking facilities are limited.
2. It keeps the school independent of business enterprise and competition.
3. Students like to know that their savings are really their own.

We suggest that the plan be discussed by the faculty and some representative appointed to introduce the plan to the student body. Before it is put into operation, slips should be sent home introducing the project and asking for criticisms or approval. The following note is suggested:

The object of the plan is to encourage saving among students. It is desirable that these savings be taken from money actually earned by the youngsters. If the plan works out successfully, it will be extended to other departments of the school.

The following are some of its features:

1. Pass books and statements will be kept through room organization.
2. The high school office will act as an exchange terminal and will double check all accounts.
3. No deposits of less than ten cents will be accepted.
4. When deposits reach one or two dollars (determined by the holder) said person will be notified and must purchase a Postal Savings Certificate personally. This will be placed in a safety deposit box maintained by the school.
5. Withdrawals can be made upon written consent of the parents. (Ten days previous notification necessary.)

C. A. MORRISON

*Rock Rapids Junior High School,
Rock Rapids, Iowa*

6. Each week, a short period will be devoted to making deposits, checking accounts, etc.
7. Students will be asked to make deposits regularly to maintain membership in the club.

You are encouraged to come to us with any questions or suggestions you may have. Membership applications will be subject to approval by parents.

We shall be glad to have you give this plan your careful consideration, since your support is essential if this venture is to succeed.

JUNIOR HIGH SCHOOL FACULTY.

When the deposit is made, preferably on Tuesday, duplicate deposit forms are made out by the student clerks. These forms are

APPLICATION FORM JUNIOR HIGH THRIFT CLUB	
I hereby agree to be governed by the rules and regulations covering deposits in the Junior High Thrift Club depository.	
PRINT FULL NAME _____	
ALSO WRITE NAME _____	
PARENT OR GUARDIAN _____	
ADDRESS _____	
GRADE _____	BUILDING _____
DATE _____	BIRTHDAY _____

mimeographed in the high school office. One copy is retained by the depositor, while the other is filed by the clerk for checking purposes.

The clerks visit the students regularly every Tuesday at a designated time, accepting any deposit of ten cents or greater. This money turned over to the supervisor for the first checking process.

The clerks list the total deposits on blanks printed in the office and kept under the supervisor's direction. They hand in weekly reports, which are made out in duplicate:

The monthly statement forms are records kept by clerks.

Weekly deposits are made at the office by the supervisor, who receives a receipt.

Any time a student's account shows a balance of one or two dollars he is notified by the clerk that on Thursday of that week he

may receive this money. He in turn will purchase a Postal Savings Certificate and return it the following day. These certificates are kept in a file in the school vault.

JUNIOR HIGH THRIFT CLUB MONTHLY STATEMENT			
Name			
Date	Deposits	Withdrawals	Balance

These certificates are non-transferable; they are registered, draw two per cent interest, and are a very safe investment.

Provisions are made for withdrawals. In all cases the request must be accompanied by a signed statement from parents and at least one week's notice must be given.

The regular school requisition form is filled out by the supervisor to withdraw the money from the Activities Account in the high school office.

Periodically, a thorough examination is given by the supervisor. The books are completely audited and a duplicate form card is made out:

JUNIOR HIGH THRIFT CLUB WEEKLY REPORT	
Date	
Deposits for Seventh Grade.....	_____
Deposits for Eighth Grade.....	_____
Total deposits.....	_____
Withdrawals for Seventh Grade...	_____
Withdrawals for Eighth Grade....	_____
Total Withdrawals.....	_____
Cash on Hand.....	_____
Value of Certificates.....	_____
Total Value.....	_____
Cashier.....	(signature)
Assistant Cashier.....	(signature)
Report checked by.....	
The following people are entitled to purchase Postal Certificates:	
1. _____	NAME AMOUNT
2. _____	
3. _____	
The following people wish withdrawals at the next opportunity	
1. _____	NAME AMOUNT
2. _____	
3. _____	

After these blanks are returned, new clerks are selected. Various methods of selecting clerks may be used. The actual business ad-

JUNIOR HIGH THRIFT CLUB STATEMENT	
Name	Date
Your account with the club shows that you have:	
\$_____ in Postal Savings Certificates;	\$_____ in Cash.
You are asked by the club officials to check your account and file complaints, in case of errors, within five days from the date of this notice; otherwise, our records will stand approved.	
Sponsor _____	

venture makes it interesting and quite worth while.

By this triple checking system, few errors are made. New clerks, new supervisors, or new office help will not have any difficulty in carrying out the procedure.

HIGH SCHOOL ACTIVITIES FUND	
Name of Organization	Date
Statement of money received	
Signed _____	No. Check Issued _____
Treasurer _____	Amount _____
Sponsor _____	
Signed _____	Finance Agent _____

Some of the most outstanding points considered in this project are:

1. Ease with which it can be handled.
2. More pupil activity.
3. Strictly a business project.
4. Creates a thrifty spirit among the student body.
5. All forms used can be school made.
6. Permits smaller deposits.
7. Presents an opportunity for small deposits that bear interest.

These plans and regulations have proved successful in our school. We do not hesitate to recommend them to anyone. Any questions regarding this project will receive prompt attention.

"None of us was ever present at the wedding of hydrogen and oxygen, or ever saw an atom dance, or was ever present at the birth of conscience. The significant affairs of the world take place behind veils.—Frank Crane.

The Place of the High School Commercial Club

ALMOST every high school offers some commercial work, ranging from one or two classes in small high schools to the extensive offerings of the large ones. In connection with the commercial departments of many of these a club has been organized. Such an organization can serve a useful purpose and contribute to the actual value of the training offered by the school. Of course certain guide posts must be followed.

First, membership should be voluntary for commercial department students. With present-day high school students as busy as they are, it is unfair, as well as unsound, to make compulsory. It is to be doubted that all students enrolled in commercial courses can profit from the activities of such a club and vice versa. Optional membership will attract only those that are really interested, which insures greater success in any undertaking.

Second, meetings should not be held oftener than twice a month. Careful plans should be made for each meeting, and the program should be really worthwhile. Students should plan the programs, introduce the speakers, etc., after previous joint planning with the sponsor. The greater the extent of management by students, the more possibility there is of personal satisfaction to them.

Third, the sponsor should be a member of the commercial department faculty. Naturally, the best sponsor is the commercial department teacher who will volunteer to organize a club and assist it in its development. Such a sponsor is more valuable than the teacher who is appointed by the principal to handle this just as another job. It is imperative that the sponsor believe that much valuable material not included in the course of study can be profitably presented.

Fourth, the programs that are vital will be those desired by the students themselves to fill needs that they see existing in the field of instruction offered by the school. Examples are talks by business leaders, followed by open forum discussion; field trips; social occasions; demonstrations by office machine companies; and trade movies.

Fifth, the primary goals should include the following:

1. To give students experience in directing their own efforts toward a solution of their own problems.
2. To bring to students practical material not in the curriculum.
3. To develop a better understanding and

BYRON M. MILLER

*Instructor and Club Adviser,
Senior High School, Albert Lea, Minnesota*

relationship between students and faculty.

4. To create an avenue of contact with local business and industrial leaders.
5. To give students an insight into the actual operation of business.

Sixth, in schools where letter awards are granted students for extra-curricular participation, it is desirable to extend the plan to include commercial club. The basis for awards should be definitely set up at the beginning of the year. Points can be granted for active participation on committees, attendance at meetings, conduct of meetings, and such other activities as seem of real importance to the welfare of the organization.

If the above-mentioned guide posts are used with modification to meet the local situation, the commercial club can be a very useful adjunct of the commercial department. A glance at the programs used by the Albert Lea Senior High School Commercial Club after its organization a year ago may offer some concrete suggestions for program material. It will be noted that local business people were exceptionally willing to cooperate. In fact, they appreciated the opportunity to meet with potential citizens and employees. As an instructor in the field of commercial education, I know of no better way to acquaint the public with the work and aims of the high school commercial department.

ALBERT LEA SENIOR HIGH COMMERCIAL CLUB PROGRAMS

1. Miss Marion Skjonsberg—Stenographer in Westrum Insurance Office, Albert Lea, Minnesota.

Subject—*Being a Stenographer in an Insurance Office.*

2. Mr. Theo. Baugh—Office Manager of Wilson Packing Plant, Albert Lea.

Subject—*Methods of Making Applications for an Office Position.*

3. Mr. Walter Steiler—Manager of Minn. State Employment Office, Albert Lea.

Subject—*The Employment Problem of Young People in Albert Lea.*

4. Field Trip through the Office of American Gas and Machine Co.

Demonstration—Mr. Wm. Kruger of Office Machines in Use in this Office.

5. Christmas Party—Social Affair.

6. Commercial Club Survey of City of Albert Lea—62% of all questionnaires were returned with valid answers.

(This project was the basis of several meetings.)

7. Mr. George Chamberlain—Partner of Skinner-Chamberlain, Albert Lea. Skinner-Chamberlain is a home-owned department store.

Subject—*Retail Selling Problems of a Home-Owned Store.*

8. Mr. Hammitt—Manager of Stevenson's Ladies' Ready-to-Wear Store, Albert Lea. Stevenson's is a member of a chain store organization.

Subject—*Selling Problems and the Future of the Ladies' Ready-to-Wear Business.*

9. Mr. Brandrup—President of the Mankato Commercial College, Mankato, Minnesota.

Subject—*What Commercial Colleges Have to Offer High School Graduates.*

10. Mr. Hamilton—President of Mason City Business College, Mason City, Iowa.

Subject—*The Valuable Things Outside of the Commercial Course for the Commercial Student.*

11. Mr. Singer—Field Representative for Gregg Publishing Company.

Subject—*The Importance of Being Able to Sell Yourself.*

12. Field Trip through the Front Street Factory of American Gas and Machine Company. This company manufactures Kitchen-Kook.

13. Mr. Muldown—Representative of Interstate Power Co., Albert Lea.

Subject—*Selling Methods Used by Interstate Power Company.*

14. Miss Neurie—Sales Specialist of Albert Lea Office of Interstate Power Company.

Demonstration—How to Sell Indirect Lighting.

A Student Council That Works

GLADYS LAWRENCE

Secretary, Hallsville Public Schools,
Hallsville, Texas

PERHAPS one of the biggest problems confronting a school when it organizes a student council is to find something constructive for it to do. Apparently this has been solved by Hallsville High School. This East Texas school has for years been noted for its organization and discipline. For some time it has been dabbling in student participation in school af-

fairs. It has a well-worked out program of extra-curricular activities in which almost every pupil in school participates in some phase. These activities include work in such organizations as the Interscholastic League, Class Clubs, Home Economics Club, F.F.A. Club, Business Administration Club, Chorus Club, Orchestra and the National Honor Society. The latest organization to be established is the student Council.

This organization was formed last year, but found little to do. However, at mid-term it was recognized and given definite tasks to perform, perhaps the most important being Student discipline, so now practically all discipline matters are handled by the Student Council through its discipline committee and its student president. A rules committee working with the superintendent and principal of the high school, worked out a set of regulations covering student behavior in the halls, class rooms, auditorium, recreation hall, gymnasium, and on school grounds. These regulations were discussed at a student assembly and approved, and then lists were posted on the bulletin board and in each class room. A monitorial committee appointed monitors to serve in the halls, the auditorium, the recreation hall, and elsewhere. These monitors are allowed four extra-curricular points for this duty. They are instructed by their committee to see that all regulations are enforced. A student is first warned of an infraction and then his name is turned in if he fails to cooperate. Minor infractions go to the student president, who calls violators in for a conference at a period set aside for this. He makes an investigation and if the pupil is guilty he has authority, subject to the approval of the high school principal, to do one of three things: to excuse the student on a promise not to do the same thing again, to give him black marks, which go down on his record, or to call in the remainder of the discipline committee, of which he is chairman. Usually this last step is not necessary.

This system has been functioning smoothly for several weeks. The high school principal sits in on all meetings of the Council and of the discipline committee purely as an advisor. Actually he takes very little part in the meetings. The discipline committee have met several times and each time it has handled the matter satisfactorily to school authorities. Discipline in the school, never very poor, has improved one hundred per cent, because the student body has been sold on the plan. Quite a bit of local attention has been attracted to this school because of this program.

School Executives who want to know more about this plan may receive information by writing to either the superintendent or principal of our school.

The Case Against Increasing the Power of the Federal Government

RESOLVE: *That the power of the federal government should be increased.*

WHEN the high school debater who has either selected or been placed upon the negative side of the question regarding the increase in the power of the federal government begins his preparation, he may wonder if he is not on the weaker side of a distinctly one-sided topic. These fears may even be increased if he takes time to give the subject a hurried analysis. He may view the growing complexity of the international situation the muddle of our domestic problems, or finally the almost utter abandon of a large group of our citizenry who are willing to surrender all of their power to the federal government in return for relief, the dole, and other gifts from the government, and assume that he is on the wrong side of the question. These are the signs of the times that point to a nation that is moving toward a government of greater centralized powers than we have today. The debater may witness these conditions, but that does not mean that the negative debater should be convinced that the present trend of our federal government is either correct or necessary.

If that same negative debater will take the additional time to analyze the debater topic farther he will see that his side of the proposition is not as desperate as he had at first supposed. Of course, he will view with alarm the complex international system, but then he may begin to wonder if the present government, with its increased powers, has not failed in the solution of this problem more than would have been the case if our government had not been granted so much power since 1933. He will witness the muddle of our domestic situation, but then too he will be forced to wonder if much of this trouble has not been the result of having a government with too much power, and at the same time an utter lack of organization and responsibility going with that power.

In fact, the negative debater will find, upon close investigation, that this is not a one-sided question with the weight in the balance on the side of the affirmative. Instead he will find tradition and a host of strong arguments firmly backing the contentions of the negative. If he looks for the points of strength for the negative side he will see some of the following points:

TRADITIONALLY THE AMERICAN PEOPLE HAVE OPPOSED THE ESTABLISH-

HAROLD E. GIBSON

*Coach of Debate—MacMurray College,
Jacksonville, Illinois*

MENT OF A STRONG CENTRALIZED GOVERNMENT. One of the strongest arguments that can be presented by the negative team to show that the power of the federal government should not be increased is the argument of the traditional feeling of the American people against centralizing their power in any one place. A study of the Constitutional Convention in 1787 will point out the lengths to which the people were willing to go in order to guarantee their rights against any tyrannical government. To supplement this feeling they could also think about George Washington's refusal of the title of king and the speed with which the states ratified the first ten amendments to the Constitution in order to guarantee their civil rights against a possible tyranny of the federal government.

Of course the affirmative team will throw out the taunt that we must have progress and that we cannot be hampered by adhering to tradition. While that may sound like a valid argument, it is just as effective an argument to point out that our country has grown and developed into one of the most powerful nations in the world by using this traditional plan of not allowing the federal government to gain so much power. We have been developing, while the nations with highly centralized government have failed to become as powerful as the United States.

PUBLIC OPINION IN THE UNITED STATES IS OPPOSED TO THE ACTS OF OUR PRESENT STRONG FEDERAL GOVERNMENT. Again the strength of the negative in this debate will be seen in the fact that a majority of the people are opposed to many of the acts of the present highly centralized federal government. Happily we have today the polls of the American Institute of Public Opinion that have been conducted in such a scientific manner by Dr. Gallup. These polls, conducted during the last few years, indicate that public opinion is not in favor of giving the federal government more power. Indicative of this feeling are the following polls.

- (1) During the next two years would you like to see the Roosevelt Administration continue along its present lines or become more conservative? (1938) More Conservative 66 per cent.

- (2) Do you think the Roosevelt Administration has done a good job or a poor job in handling the farm problem? (1939) Poor job 52 per cent.
- (3) Do you think that the general attitude of the Roosevelt Administration toward business is too friendly or not friendly enough? (1939) Not friendly enough 54 per cent.
- (4) Do you think the President of the United States should have more power or less power than he now has? (1939) Same 41 per cent, Less 42 per cent, More 17 per cent.
- (5) Should relief be turned over to the state and local governments? (1936) Yes 55 per cent.
- (6) Do you believe that the government should buy, own and operate the railroads? (1938) No 70 per cent.

These polls and a host of others dealing with an increase in the power of the federal government indicate that the American people as a whole are not in favor of a wholesale increase in the power of the federal government.

The debater on the negative side should be careful, however, that he is not fooled by the presentation of one or two polls which indicate a desire upon the part of the people for an increase in the power of the federal government. It is true that one or two polls may be given to show that the American people favor certain increases in the power of the federal government, but the debater should make his affirmative opponents prove that these isolated polls indicate the desires of a majority of the American people upon the problem of increasing the power of the federal government. Force the affirmative to prove that the polls that they are quoting are truly representative of American thought, and not merely indicative of one phase of public opinion.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

DILEMMA: In which one debater asks his opponent a very pertinent question is a method of strategy often used in debate. The question has been so worded that it places before the opponent two alternate answers. The strategy in the use of the dilemma is to have the question so cleverly worded that no matter which of the two alternatives the opposition chooses to give, this answer will be very damaging to his arguments. The effective dilemma is one of the most effective methods of debate strategy known.

The debater should not get the mistaken opinion that the use of a dilemma is unfair or an underhanded method of debating. The real value of the dilemma is that it forces your opponent to take a stand on a point where

his arguments are usually the weakest and when he has taken this stand you are in a better position to attack his entire arguments. You must remember that the dilemma may be used as effectively by one side as by the other.

To avoid being caught in a dilemma it is good advice for the debater to avoid answering directly any question asked by his opponents when he knows that the purpose is to catch him in this dilemma. If you feel that you must answer the question, be sure to see to it that all catch phrases and tricks are eliminated from the question.

Two sample dilemmas for the negative are as follows:

QUESTION: Is it the contention of the members of the affirmative team that the growth of the power of the federal government has been beneficial to the welfare of the state governments?

IF THEY ANSWER YES! In their attempt to uphold the contention that the power of the federal government should be increased the members of the affirmative team have taken the stand that the growth of the power of the federal government has benefitted the general welfare of the individual states. They make this statement in the face of such facts as the even increasing grants-in-aid to the states that have to be matched with state funds and that are constantly choking the states with additional regulations and restraints. What will be the effect of this increasing control over the states? Will it not result in a complete surrender by the states of their rightful duties to the federal government, with the final result that the states will become unimportant political units in a gigantic national government? We wonder if the easy federal money that has been given so freely to the states will not result in a death blow to "state rights." If this be the case, we certainly cannot say that the growth in the power of the federal government is beneficial to the general welfare of the individual states.

IF THEY ANSWER NO! The members of the affirmative team are willing to admit that they do not believe that the growth in the power of the federal government has been beneficial to the general welfare of the individual states. When they make such a statement, they are admitting a major portion of this debate topic. They have admitted that the increased federal power has harmed the states, and when we have something that is harming the states we are getting very close to the individual in our system of government. If the increased federal power has harmed the states, there can be little doubt but that it has also harmed the individual. If that be the case we feel that some attempt should be made to keep the power of the federal government from growing any greater.

QUESTION: Do the members of the affir-

mative team feel that there is any very great danger that the growing power of the federal government might result in the development of a dictatorship in the United States?

IF THEY ANSWER YES! When asked if they feel there is any very great danger of the present growth of power in the hands of the federal government resulting in the development of a dictatorship in the United States, the members of the affirmative team have answered yes. In other words, the affirmative team have admitted the possibility of the development of a dictatorship in this country under the present system, yet they do not propose to diminish the powers of a government that might be instrumental in changing our democracy into a dictatorship. We feel that when the affirmative team is willing to admit that the increased power of the federal government makes the threat of a dictatorship so strong that only logical solution to the problem would be a reduction of the powers of that government. With the great growth of dictatorships that we have witnessed throughout the world during the last twenty years, we can not see how the members of the affirmative team can support any proposal leading to dictatorship.

IF THEY ANSWER NO! The members of the affirmative team have stated that they do not feel that there is any danger of the development of a dictatorship in the United States due to the great increase in power that has been granted to the federal government. We wish that our affirmative friends would study for a moment the unprecedented growth in the federal power during the last eight years. The number of direct federal employees has increased from about a half million to almost a million people. This of course does not include the large number of people receiving federal money in the form of work relief and direct relief. Federal expenditures have increased from approximately three and a half billion dollars in 1931 to an estimated nine billion dollars in 1940. Federal control over business, labor, the farmer, and all social problems has increased to such an extent that it is almost impossible to conduct a business today without having the government as your partner. These are but a few of the facts that could be cited to show how the federal government is becoming a dictatorial octopus that may eventually strangle away all of our liberties.

In view of the many facts that have been presented showing the growing encroachment of the federal government upon the rights of both the states and the individual we feel that the threat of a dictatorship in the United States presents a real American problem.

STRUCTURAL OUTLINES FOR SPEECHES

In presenting these structural outlines for

negative speeches no attempt has been made to give an all-inclusive brief meeting all the arguments that might be presented by the affirmative side of the case. This structural outline is rather merely a group of points that the negative probably should present in order to establish their case. The debater should arrange these points to suit his own individual speech, but most of the points included in the structural outline should be included in the finished negative debate case.

OUTLINE OF FIRST NEGATIVE SPEECH

I. Introduction.

- A. Make an extemporaneous attack upon any important mistake that has been made by the first affirmative speaker in his interpretation of the debate question or in his definition of the terms of the question.
- B. State clearly the issues of this debate as they will be defended by the negative throughout this debate.
 1. During recent years there has been a great increase in the powers of the federal government.
 2. The centralization of governmental power in the federal government brings with it many evils that are a direct threat to our democracy.
 3. A reduction of the powers of the federal government would be best for the general welfare of our country.

II. The power of the federal government has increased greatly during recent years.

- A. The inauguration of President Roosevelt in 1933 ushered in an era of unprecedented power for the President of the United States.
- B. The expense of operation of the federal government has increased very greatly during recent years.

OUTLINE FOR SECOND NEGATIVE SPEECH

I. The centralization of the power of the federal government brings with it many evils that are a direct threat to democracy.

- A. The easy flow of federal money has caused the states to relinquish many of their powers.
- B. The growing power of the federal government has created a tendency toward waste and extravagance.
- C. There is a grave danger in this country that increasing the power of the government may lead to a dictatorship.

II. A reduction of the powers of the federal government would benefit the general welfare of the people.

- A. Business recovery would be greatly benefitted by reducing the control of the government over business.

(Continued on page 135)

All School Education Assembly

THIS year's theme for American Education Week provides every department in the school and opportunity to be represented in an all-school assembly. Such an assembly would in no way detract from, but rather enhance, the daily program.

"Education for the Common Defense," the general theme, classes in history and social science will be tempted to provide the complete program, taking the subject in its broadest sense. The above mentioned classes might tell something concerning the history of those measures which have been taken for the common defense, then show how education has contributed toward the building up of such defense. Facts relative to the lives of certain great statesmen should be mentioned in this part of the program, statesmen who have found their personalities only as they lost narrow personal interests, identified themselves with their groups, and then stood firmly for the sum of group loyalties, and yet possessed devotion to their widest social obligations.

A brief resume of our traditions, a resume which shows the distinctive character of American patriotism, will show how the spirit of revolt against all manner of tyranny—economic as well as political—was born and nourished. It will also show that education has had its part in these traditions and how, even in this simple program which is being projected, education has contributed by research and study.

Certainly the Hi-Y and G. R. groups will find the first day's topic rich in suggestions for their program contributions. As "Enriching Spiritual Life," this group can show how our education for the common defense is sadly in need of inspirations that transcend merely material concerns, that the principles and policies that govern action must come from ideals and impulses which spring from the spirit and go to make up a dominate faith. They can show how such inspirations and ideals may be acquired and fostered, how they are affected by good reading, prejudice, self-interest, and partisanship as they control the thinking and speaking of individuals.

The second topic "Strengthening Civic Loyalties" could well have a local background and be composed in the way of a skit or pantomime which 'picks up' those things which go to weaken the full and wholesome life of the community. Or it could 'play up' those things which give reason for civic pride and tend to strengthen the civic loyalties.

Surely there is, in each community some

MARY M. BAIR

Director of School and Community Drama Service, Bureau of Information University of Kansas, Lawrence, Kansas.

place and cause for civic pride. It is better that the school dramatize this feature and thus build for loyalty. Try the positive approach.

In the third topic: "Financing Public Education" many opinions may be expressed, many methods may be projected, but the essence of this unit should show that after all, the school system is public, that it is maintained by the state, supported by compulsory taxation, under the direction of a board of local citizens. A short dialogue, or panel discussion could be so arranged that all students would gain a clearer understanding, and so acquire a profound respect for such methods as may be employed in the financing of their own education.

The fourth topic: "Developing Human Resources" is so broad that the program committee will have difficulty in choosing that which can be so presented as to be brief enough to fit into the program. Try to stress the development of those human resources which go to enrich the joy of living. Take for your fundamental objective, if you will, the splendid emotional capacity of youth and show this as being guided along lines of cultural suggestion, enriching the emotional life, developing a love of true patriotism, and a deep appreciation for the spiritual values of life.

After all, what better human resources than these can be developed in education for the common defense?

In "Safeguarding the National Resources" the classes in science will find ample opportunity for interesting research and presentation. List even a small part of our national resources, study even for a short time concerning the safeguarding of these, and you will have a most worth while contribution to make.

The next topic, "Perpetuating Individual Liberties," is at first provocative of thought as to just those things which may be rightfully called 'Individual liberties'. John Dewey once said, 'Education may be defined as a process of the continuous reconstruction of experience with the purpose of widening and deepening its social content, while at the same time the individual gains control of the methods involved.' Frederick Tracy states that 'the ideal product of education is the

man whose behavior is constantly determined by the highest principles of intelligence, but in whom that determination has become so habitual as to be, on each occasion, direct, spontaneous, free; not labored, not requiring special reflection, nor any special effort but bearing all the marks of a direct, instinctive response to the conditions of the moment'.

What are the individual liberties of our citizens? List these, then show how education is conducive to the perpetuation of these liberties, the two quotations just given should aid materially in planning an interesting unit to the general program.

The last topic, "Building Economic Security" will "tie up" as a vitalizing interest not only with the department of economics but with every other department in the school. The sons of the rich and the poor, the sons of the professional classes, of the mercantile and industrial, the skilled and the unskilled, sons of the farmer and of those who hold the defaulted note; sons of the industrialist and of the striker, if given a discussion, will at least cast some light upon the present weak spots in our economic security and show how these may give place to that which is stronger and so add their bit to an economic chain, where all the links are of equal strength.

Found your complete program upon the proposition that democratic action must come from mass understanding of the problems which the people face as citizens. Education can be the most powerful factor in building and understanding of these problems. It will also enable us to distinguish between those which are vital problems and those which may be of no real importance after all.

Government Comes to School

ROBERT A. BOLLINGER

*Cochran Junior High School,
Johnstown, Pennsylvania*

ON APRIL 10, 1940, the assembly program of Cochran Junior High School was presented by the ninth grade commercial classes in community civics. The program as set up was neither new nor unique, but the acceptance of it and its results were rather surprising.

Civics is a sort of elementary course in government, and government is effectively studied by breaking it up into the three branches, or departments—executive, legislative, and judicial. Consequently, the assembly program was built around the theme, "Our Government."

About six weeks before the program, letters were sent asking the following officials

to take part: the mayor of the city, executive department; a city councilman, legislative department; the district attorney for the county, judicial department; and the chief of county detectives, law enforcement.

The next step was to spend a day in classes working on questions to ask these officials. The approach to the lesson was, "What question would you ask the mayor if you had the opportunity?" Many of the questions were not good. Some were even ridiculous—"Why do people park by fire-plugs?" for instance.

After a process of elimination, a list of questions were selected as being sufficiently worth-while. These were carefully edited for clarity, and are as follows:

QUESTIONS FOR THE MAYOR

Who is the responsible executive when you are absent from your office?

What powers of veto does the mayor have?

What type of complaints are carried directly to you?

How would you classify your job—as a business, a profession, or labor?

Which of your duties gives you the most satisfaction in doing?

QUESTIONS FOR THE COUNCILMAN

Please give briefly the steps in the process of how a bill becomes a city ordinance.

About how many ordinances are on the city statutes, and how often are new ones added?

What would you say is the outstanding civic problem before the citizens of Johnstown today?

QUESTIONS FOR THE DISTRICT ATTORNEY

Which of your duties do you feel accomplishes the most good?

Do you ever act as a defending attorney—and handle other than criminal cases?

What is the chief cause of crime in Cambria County, and what is the average age of the criminals involved?

If you were called upon to prosecute a case in which, in your estimation, there was neither sufficient evidence nor adequate witnesses, would the court give you more time?

QUESTIONS FOR THE COUNTY DETECTIVE

Is Cambria County equipped to render scientific aid to crime detection?

Are there any women in the County Detective Bureau?

Do county detectives have regular areas to patrol, or are they assigned to cases as they arise?

What would you say are the qualifications for a good detective?

Are the duties of a detective as dangerous as comic strips and stories portray them to be?

A program leader was chosen, and four pupils were assigned to introduce the speakers. These pupils wrote their own speeches,

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A Formal Ceremony for Your Club

TO THOSE who have found, or are finding difficulty in getting a new and different initiation ceremony for that new club, this article offers assurance that it can be done. In 1934, the Rowlesburg High School, Rowlesburg, West Virginia, organized a student Pep Club. The charter members were selected by the faculty from the roster of outstanding girls, thus guaranteeing a workable group. These girls, in search of an initiation ceremony, flatly refused to follow the "cut-and-dried" procedure. They wanted something different. A select committee went to work on drafting a ceremony. The finished product was enthusiastically received. It is student work and has stood the test of five years. Looking for a new idea? Masontown Girls' Athletic Association, Masontown, West Virginia has adopted it. Other Preston County schools are finding it useful. Here is the ritual!

INSTRUCTIONS FOR THE CEREMONY

The ritual table should be covered with white cloth. Greenery around the edge of the table, or a few flowers, adds greatly to the ceremony. The school letter forms the center of interest and is surrounded by the correct number of candles in the school colors. These candles stand for the school and alumnae members. The sponsor and honorary members are symbolized by white tapers bearing the school colors. A small white candle for each initiate is found in a line across the front of the table. The president, vice-president, and secretary stand behind the table.

RITUAL

..... (Initiate's Name), you have been elected to membership in the Rowlesburg High School Pep Club. As a member of this club you will have certain advantages over other students in the high school. Although our major purpose is to support athletic events, we believe in aiding all school activities. This means that you are pledging yourself to attend all home games and as many played away from home as you have means and transportation for; that you will enter any profitable and recognized school activity in which you are asked to participate; that you will help advertise or assist in any worthwhile class or club play; and that you will cooperate with the other members of your club, other students, and the faculty of Rowlesburg High School.
..... (Initiate's Name), are you now ready to accept the pledge that will make you forever a member of the

ETHEL V. PEASLEE

Head of English Department, Leetsdale High School, Leetsdale, Pennsylvania

Rowlesburg High School Pep Club? If you are, answer "I am."

(Answer by Initiate) I am.

Then you will repeat after me the following pledge:

PLEDGE. In becoming a member—of the Rowlesburg High School Pep Club—I hereby pledge myself: First: to keep secret—all those things—that are deemed—advisable by the club—or its sponsor.—Second: to attend all home games.—Third: to attend as many games—away from home—as I have means—and transportation.—Fourth: to enter any profitable school activity.—Fifth: to help advertise—or assist—in any worthwhile class or club play.—Sixth: to cooperate—with the other members—of my club—other students, and the faculty—of Rowlesburg High School.

On this table you see an Orange "R", symbolic of Rowlesburg High School. It is surrounded by (insert number) orange candles, each orange candle standing for (insert number—five or ten members to each candle) Pep Club members, making (insert number) school members and alumnae. The white candles with the orange and black ribbons stand for our club sponsor and (insert number) honorary members. In token of our acceptance of you and of your acceptance of us, we allow you to light a smaller white candle on our friendship altar. (Vice-President gives sponsor's candle to initiate. Initiate lights candle.)

President—The secretary will now place above your heart a tiny knot of orange and black ribbon. (Secretary places ribbon). You are asked to wear these colors for one school day as a part of your initiation. We are glad to welcome you as the (insert correct number) member of your Pep Club. (President shakes hands with the initiate).

All sing:

Blest be the tie that binds
Our hearts to Rowlesburg High.
We'll bless her name, and spread
her fame,
And love her 'till we die.

(As song ends the secretary takes the initiate to the secretary's table where each signs the permanent membership roll book).

For the November Party

WHO SAID EATS?

DURING the summer months, it is the happy custom at the University of Colorado to entertain students with outdoor square dancing parties. Gay Japanese lanterns light up cement tennis courts. From a high platform equipped with a loud speaker, the caller guides the shuffling glides. A fiddler, substituted at times in the terminology of the young by "canned music," tingles the toes of the dancers with his music—and the dance is on!

Perfect as the setting may be, in comparison to most parties, these square dancing festivities are lacking in one respect. There are no refreshments. One doesn't give eats a thought, however, being solely occupied with "swinging right or left" in time with the fiddler's tune, until the close of the dance when there is a mad rush for one of the collegiate "hang-outs."

For particularly the young, a party is not a party unless the proverbial ice cream or another accepted food substitute puts in an appearance. A youngster about to leave for a party well illustrates this point in responding to the inquiry of a companion if there would be eats, "Of course! Who ever heard of a real party without something to eat? Why eats IS the party."

It sometimes isn't so much a matter of what you serve or how much you serve as *how you serve it*. The most trite food takes on a party air with unexpected touches or with a little more ado about presenting it. A simple birthday cake, to illustrate, becomes the mecca of the celebration when pompous ceremony accompanies the presentation. Attendants parade with candles into the previously darkened room singing the customary birthday ditty, the first attendant brandishing a huge carving knif, the second balancing a mountainous stack of plates, the third proudly bearing paper or linen napkins, the fourth rattling the forks, and the fifth winding up with the candle-crowned cake arranged on a huge silver platter. Bearers place the cake and accessories before the feted one who carries on the ritual of wishing, cutting, and dispensing the cake.

When the Olivers bring their Olives, the Percys their Penelopes, and the Henrys their Hennifers, and all the other school laddies their lassies, well, figure it out—there ends up a veritable mob at many parties. And when it comes to serving that mob there can be quite a perplexing situation.

EDNA VON BERGE

Kiser High School,
Dayton, Ohio

LAP SERVICE

When the exchequer says an emphatic "No" to the purchaser of metal or wooden trays splashed with gaudy colors and garish designs reserved for party service, disguise the usually banged up cafeteria trays with large lace paper doilies, brightly figured oil cloth or paper shelving, or sturdy top covers from magazines cut to fit well. Rectangular aluminum cake pans with inch high sides pinch-hit admirably for cafeteria or costly fancy trays.

Lap service is all very simple—provided one doesn't place beverages in sky scraper goblets and expect them to remain at Pisa tower angle when the tray carrier stubs a toe; that foods are chosen with the idea of limiting the use of silverware, particularly the stubborn, unwieldy knife; that guests are made to realize that there is no law compelling the tray to be periously perched on a bumpy knee, if the floor, a tree stump, a stairway or huge boulder offers a more convenient resting place. In short, one may carry the tray anywhere within reason as the spirit moves one. Incidentally, the committees are thus relieved of the task of setting tables, scouting around for decorations, and finding chairs that don't fold up in the middle of the soup course.

CAFETERIA SERVICE

"Dear me. How commonplace!" One can just hear such a response when cafeteria service is recommended for easily and quickly handling large party groups. Tut! Tut! Not so if the imagination is allowed free play and introduces changes such as these.

A chef-costumed individual announces the refreshment hour by clanging a spoon loudly against a metal tray before conspicuously posting the menu. The latter tests the humor and originality of the organizing committee and ends up in stimulating the gastronomical activities and the hee-haw hilarity of the guests.

MENU

Food	Price
What jumped over the fence. (chicken creamed)	A good appetite.
Used to be real estate (spinach loaf)	Popeye pleasure.
The Staff of Life. (Rolls, buttered)	Gratitude.
I scream! (ice cream)	A shiver.

Chef assistants serve guests from behind long tables. For large groups two or more lines may be in progress, or if the crowd gives evidence of lacking in gluttonous instincts, individuals may serve themselves—but there had better be M.I.K. (more in the kitchen, if you must know).

PITCH-IN PARTY SERVICE

If the committee has lazy leanings, this form of service will have appeal. Any of the group dividing games of the puzzle matching type will line up the necessary guest committees. Prepare for much rooting and hooting when a six foot football hero is delegated to assist in setting tables; when a prim and proper Percy becomes dishwasher, or when roly-polly Perry becomes the disherouter of delectables. Oh yes! Add to the merriment and atmosphere by providing helpers with chef paper chapeaux, curly mustachios and frilly crepe paper aprons. The place will assume the aspects of a busy bee hive with everyone working away—and liking it.

BUFFET SERVICE

This is first cousin to cafeteria service with more highbrow touches included. It is in reality a picture painted with colorful foods elegantly served, lovely table appointments, ultra-smart decorations, lovely linens, and captivating dishware. NO TRAYS allowed. Silver, napkins, and plates are very correctly placed on the serving table with the foods, or, and this is easier for the guests, the silver, beverage service, and napkins are in place at tables set up about the room, and the guest then needs only to carry the filled plate to the eating tables. Though Piggly-Wiggly self service is the usual custom, assistants may stand at the ends or at the back of the buffet table and by lending help speed up the service.

Connoisseurs of party niceties will not attempt this service unless there is an enticing array of table appointments to execute it in truly Emily fashion.

SURPRISE PACKAGE SERVICE

This form appeals especially to gambler instincts because of the element of chance involved. Food is hidden in boxes, in gay bunny-time baskets enticingly wrapped and tied with the now indispensable cellophane wrappings and ribbons. March the anxious guests in musical chair manner around tables or at chairs where the alluringly concealed refreshments have been placed. Then when the music stops, everybody whoa! Three guesses what follows. Swapping is allowed especially if Miranda is allergic to chocolate hiding in the fudge cake of her prize package. Because the desserts are all previously wrapped in colorful paper and tied with perky bows, the table decorations for tables are assured. Color schemes may be suggested in advance for guests to keep in mind in wrap-

ping the donated refreshments, later supplemented with a beverage served by the food committee.

TRICKY TOUCHES

Regardless of the form used in serving large party groups, the ultimate aim should be to enhance refreshments with tricky little touches which draw attention away from the otherwise simplicity, inexpensiveness, and commonplaceness of the food served. Ordinary Thanksgiving party foods, to illustrate, become fit for a queen in these ways.

1. Candy carmen red apples, thrusting them firmly on the end of butcher-stick holders. Tie bright colored cellophane firmly under the chin with saucy ties drawn under Buster Brown collars. (This eventually turns out to be somebody, if your imagination is good.) Top with paper hats tilted over one eye. That eye, the other eye, the mouth and nose are made with raisins stuck to the apple face before the candy syrup is dry. Candy suckers with jovial moon faces appeal equally as well as the stick apple. Puritan dress in black and white for either suckers or apples suggest the Thanksgiving season. Don't let the raisin eye wink!

2. Surround pumpkin pie slices with wheat grain grasses so that the stalk ends fan out from underneath the pie to give a frilled garnish around the edges of the service plate.

3. Gilt the edges of flat pressed autumn leaves to use as a garnish for Thanksgiving salads and desserts.

4. Using cellophane ribbons in autumn shades, tie gilt edged leaves or dried grain ends of wheat grasses to bread doughnuts, crullers, pop-corn balls, or wrapped sandwiches and cakes.

5. Serve ice cream in paper cups (modern individuals call them walking sundaes), sprinkle harvest candy corn over the top and tuck the stem of a riotiously colored autumn leaf into the center.

As a setting for the service of Thanksgiving refreshments, drop orchid or green food coloring into water poured into a clear glass fish or rose bowl placed on a mirror. Artistically arrange products of the Harvest season such as cucumbers, pumpkins, apples, grapes, peppers, and colored leaves around the bowl. All of the latter may be high-spotted here and there with gilt. Just before guests are called to the table, drop dry ice into the water to ex-

BOW AND ARROW MATERIALS

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ude a mysterious haze. Sufficient ventilation must be provided to allow fumes to escape.

A thesis conscious reader will expect a scholastic summary to highlight the main suggestions. Here it is!

1. It is not so much a matter of what one serves, or how much one serves as *how one serves it*.

2. A school party is not a party unless there are eats. Remember always to make the most insignificant—significant with tricky touches.

3. Vary from time to time the form of service used.

SADIE HAWKINS DAY AT BARRET HIGH

Thanks are extended to Principal Archie Riehl of Henderson, Barret Manual Training High School, Henderson, Kentucky, for this unique social event.

One of the more successful events at our high school last year was the celebration of "Sadie Hawkins' Day." Some students read an account of Sadie Hawkins' Day at the University of Kentucky and immediately began to clamor for a similar day at Barret High. The Girl Reserve Club decided to sponsor it and appointed committees for formulating plans.

The announcement of the event in chapel was followed by an explanation of the origin of Sadie Hawkins' Day. According to the comic strip, "L'il Abner," there lived in Dogpatch, Kentucky, an old man named Squire Hawkins who had a hideous daughter, Sadie. She informed her father that she feared being an old maid. The Squire, who was a powerful figure in the life of Dogpatch, declared that a certain day should be set aside on which Sadie was free to chase any man in the village. The one who was caught must marry her. Ever afterwards, on the anniversary of that date, the girls of the town were free to chase and capture any single male citizen and those who were caught must marry their captors.

At Barret High publicity for the event was carried out by the Art Department. Students drew six posters representing the consecutive happenings on Sadie Hawkins' Day as depicted in the comic strip. The drawings were brightly colored. The characters wore typical mountain costumes. The posters were placed on the bulletin board and other points of interest in the building.

The rules to be followed were announced the preceding day. At any free period occurring between 8:00 a.m. and 3:00 p.m. each girl was free to tag her man. Those who did not act quickly would be disappointed. The man so tagged had to accompany the girl to a costume dance at the gymnasium that night. All boys were to dress as L'il Abner and all girls as Daisy Mae, the one who loves him.

The girls had to furnish transportation and the twenty-five cents admission charge.

The gymnasium was decorated as a barn. Brown and orange crepe paper streamers formed a canopy overhead. Bales of hay were stacked around the floor. Harness and saddles were flung over the hay bales or hung on posts.

Informal dancing to the music of a nickelodeon was first on the program. After the crowd had gathered, an explanation and demonstration of two folk dances, "Oh, Susanna" and "Strutting Away" was given by the physical training class led by the instructor. Then a "Hill Billy" band played, and everyone participated in the dances. The instructor called the dances, using a whistle and the microphone. The band members were dressed as mountaineers and were seated on bales of hay.

After about an hour of dancing, a double-file line was formed around the floor and the grand march for the selection of the typical Daisy Mae and L'il Abner began. As soon as the committee had made the selection, sack lunches were distributed. Each lunch was composed of a big ham sandwich, an apple, and some cookies. The sacks were tied with gay gingham scraps.

While the pseudo-mountaineers feasted, the photographer took pictures of Daisy Mae and L'il Abner for our school annual, *The Revue*. The winners were seated on bales of hay and the stage curtain gave a natural backdrop for the scene.

More folk dancing followed the intermission. The students were now more familiar with the procedure and entered into the frolic with great enthusiasm. After a request for "just one more Oh Susanna," Barret High School's first Sadie Hawkins' Day drew to a close.

Open Forum Club Experiments

(Continued from page 104)

ing, so much so that some of them who went on to college played prominent parts in the debating societies there. Still others, upon graduation, began to direct community plays, joined troupes of local players, and competed with credit in oratorical contests.

There was, furthermore, sufficient opportunity for learning and applying the science of leadership, for assuming duties and tasks, and for enjoying those inalienable rights and privileges inherent to a dynamic democracy. There was definite training in the freedom of thought and action. There was active participation in the Open Forum Club of, by, and for the pupils which helped them to become increasingly democracy-conscious. There was full realization that the future of the club depended upon the maintenance of these democratic ideals.

Making Bricks Without Straw

(Continued from page 108)

A financial statement of the annual shows:

EXPENDITURES:

Mimeograph paper	\$ 4.80
Stencils	5.50
Book Covers	4.00
Photographic Paper	29.02
Photographic Films	3.50
Developing and Fixing Solutions	2.65
Light Bulbs85
Materials for making Equipment	2.40
Miscellaneous	1.02
TOTAL	\$54.74

RECEIPTS:

Sale of 77 Annuals at 75c each	\$57.75
TOTAL NET PROFIT	\$ 4.01

We might also construct an educational balance sheet. On the debit side we would find about one thousand student work-hours. The photography did not measure up to that of a professional photographer. There was about a 5 percent loss of pictures which were defective due to the use of untrained helpers in making them. The annual had a good many minor defects and errors.

On the credit side we would find a worthwhile educational activity in which about ninety percent of the student body participated. There was a fine spirit of cooperation between the sponsors and the individuals of the clubs. The assembling and construction of the photographic materials fostered originality, skill, and cooperation. The personal contacts between the sponsors and the pupils was invaluable to both. Every member of the Bata club was taught the elementary principles of photography. The production of the annual resulted in the establishing of a medal for photography in the school. Every member of the faculty, made some definite contribution.

Every owner will look at his annual in the future with a feeling of pride. It will be a reminder of pleasant days in school of course, but the greatest thrill will be the realization of the part he played in making it possible.

The morale and e'sprit de corp of this small high school was lifted by this school project. Bricks were made without straw, a kind of bricks that will endure in the structure which they support, the character of better trained citizens for tomorrow.

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of School Activities Magazine, published monthly except June, July, and August at Topeka, Kansas, for October 1, 1939

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared T. H. Reed, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.

Managing Editor: C. R. Van Nice, Topeka, Kansas.

Business Manager: T. H. Reed, Topeka, Kansas.

2. That the owner is: School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Topeka, Kansas; R. G. Gross, Wichita, Kansas; T. H. Reed, Topeka, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; A. D. Robb, Topeka, Kansas; Harold E. Gibson, Jacksonville, Illinois; D. R. Taggart, Topeka, Kansas; Helen Green, Topeka, Kansas; W. N. Viola, Pontiac, Michigan; Ray Hanson, Macomb, Illinois; L. Odessa Davidson, Topeka, Kansas; Elizabeth M. Gross, Wichita, Kansas; G. W. Aikin, Barclay, Kansas; Robert Ringdahl, Minneapolis, Minnesota.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stocks, bonds, or other securities than as so stated by him.

T. H. Reed,

(Signature of Business Manager)

Sworn to and subscribed before me this twenty-first day of September, 1939.

(Seal)

MARY V. SULLIVAN.

My commission expires December 12, 1943)

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News Notes and Comments

November Front Cover

1. Some members of the Open Forum Club, Patterson Park High School, Baltimore, Maryland.
2. Drum and Baton Corps, Edinburg High School, Edinburg, Texas.
3. Prize winning characters at "Sadie Hawkins Day" at Henderson High School, Henderson, Kentucky.

Correction

Photograph No. 1 on the front cover of the September number of *School Activities* shows a high school drum and bugle corps in action. The identification note represented this scene as from Nogales, New Mexico, whereas it should have read "Nogales, Arizona."

Program Suggestions

The Department of Education announces a new publication entitled, *Suggestions for Music Club Programs*, prepared by Mrs. George W. Langford. In the table of contents are listed the following subjects:

Music in Its Relation to the Other Arts
Musical Vienna or the Death of a Music City
The Development of Dance Forms of the Nineteenth Century as Influenced by Political Trends
Bolero by Goss, and A Modern French Program
The Piano and Great Masters of Piano Music
Free Artist by Bowen, and Rubinstein Programs
Beloved Friend by Bowen, and Tchaikowsky Programs
Programs for Special Occasions
Opera Programs
Americian Music
Symphonies
Better Speech
Recognition for Lyricists
Ensemble Programs

This booklet is available at the Music Federation Publications and Business Office, 320 Wait Avenue, Ithaca, N.Y.

School Activities readers are invited to submit articles and photographs that they believe would be helpful to other readers. Reports on manuscripts will be made promptly.

A campaign for safety and citizenship is being conducted constantly by the American National Red Cross through its *Junior Red Cross Journal*, published at 17th and D Streets, Washington, D. C.

The 16th Edition of "1000 and One—The Blue Book of Non-Theatrical Films, published annually by Educational Screen, is just off the press. Lists some 5200 films—largely 16 mm. many 35 mm—silent and sound. Carefully classified into 155 different subject groups, with information given as to number of reels, synopsis of contents, distributor sources from which films are available. (300 distributor sources given) Lists hundreds of "free" industrial subjects. A valuable feature is the alphabetical title index, listing titles of all films appearing in the directory, with page numbers.

The South Dakota High School Athletic Association saves the cost of special bulletins by using a section of its state teachers association journal.

The Central States Student Council Conference, originally scheduled to be held at East High School, Sioux City, Iowa, on October 17, 18, and 19, was carried out on that date, but the place of meeting was changed to Central High School, Omaha, Nebraska—due to the appearance of difficulties with matters of arrangements.

The Northwest Federation of Student Councils of Minnesota held their ninth annual convention on the Minnesota University campus at Minneapolis on September 26 and 27. Its program fills a whole page of the *University Campus Breeze*. It shows Minnesota alive and alert to the importance of student participation.

The way to knowledge is through an individual analysis and definition of abstract terms.

Rationality is not an inherent quality of the mind. It comes from our being conditioned by an orderly environment.

Intelligence is simply the quality of behavior. A sleeping man is neither intelligent nor stupid.—*British Columbia Teacher*.

Questions from the Floor

BY THE EDITOR

● *When the school band gets too large and important for the good of the school what steps can be taken to curtail this activity, and how should they be taken?—Russell L. Bullard, Lake Worth High School, Florida.*

This is a question that we have heard raised on numerous occasions during the past five years, and in all but two instances we were able to learn the main interest of the raiser. In practically all instances this question was asked by athletic coaches. The reasons are clear. In the average school athletics has been the "big show" for a long time. It has received the publicity, it has drawn the crowds, and it has spent the lion's share of eca funds—as well, of course, as raised them. Perhaps it is but natural, then, that when some other activity begins to "encroach," those responsible for athletics begin to feel a certain pique, jealousy, or call it what you will.

Frankly, we wonder what a band that is "too large and important" would be like. If the main function of the band is to interest students in music, and teach them something about it, we hardly see how a band could become too large. If, however, the constant demand for winning bands tends to overbalance the eca program to the detriment of other worthwhile activities, then it should be curtailed. It is conceivable that such a development might take place not only in band but also in glee club, dramatics, French club, trips, or almost any other activity.

In such cases the entire faculty should be responsible for the proper evaluations—not merely one teacher who feels that his or her prestige is injured. (This is in no sense personal; it is a statement that obviously is sound in any setting.) To repeat, the faculty should have the responsibility for keeping the eca program in proper perspective and alignment.

We cannot give a more specific answer without knowing more about the particular setting.

We are not assuming that this is the situation in your own school, but because you have raised the question, and because others would be interested in your point of view, why not write us an article for publication? We'd be glad to have it.

● *Which extra-curricular activities can best be correlated with the curriculum? Mrs. R. Macintosh, Camden, New Jersey.*

We would have difficulty in recalling a single activity that cannot, to a very considerable degree, be so correlated. For in-

stance, the assembly programs can reflect, relate to, or grow out of EVERYTHING about the school, curricular or extra-curricular. Similarly with the home room programs, the newspaper, the bulletin board, the school trip, exhibits, and campaigns. Clubs can be closely correlated with their appropriate curricular subjects; dramatics, with English, history, music, art, shop, etc.; school council, with civics and public speaking; athletics, with physical education. And there are other possibilities too numerous to mention.

One of the wonders of the age is that with such correlations not only possible but actually being made in some schools, there is still a line distinguishing the curriculum from the extra-curriculum. Hasten the day when this distinction is no longer made!

● *If creative plays are not quite so entertaining as those written by well-known playwrights, should they be used anyway? R. L. Stark, Greenville, Mississippi.*

It all depends on the purpose of your "shows." If this purpose is to entertain spectators and raise money, you will have to depend on plays that are "good,"—that is, on plays that have entertaining elements. Students haven't the ability to write these.

If the purpose is to develop budding playwrights then you can emphasize the creative side. But you will likely not draw audiences, except of those relatively few individuals who are more or less intimately associated with these playwrights—their relatives and friends.

It is our opinion that this "creative" business is emphasized all out of proportion to its importance and possibility. It is done not only in dramatics but also in literature of other types, journalism, art, music and in other subjects.

Not one pupil in a thousand or in ten thousand will ever write a playlet, a poem, or a news story, paint a picture, or play a note, professionally, fit for anyone to witness, read, look at, or listen to. And those very few who will, will probably do these in spite of anything the school can do, either for or against.

However, the average pupil, both as a child and as an adult, will witness, read, look at, and listen to, just about as long as he lives. Hence, the school's emphasis should be upon producing intelligent consumers, instead of professional, or even high class amateurs, producers of dramatics, literature, journalism, art, and music.

● *Is a student council advisable in a three-year junior high school? Mildred Fisher, Anadarko, Oklahoma.*

Certainly. These councils are to be found in many and many a junior high school. In fact, we have seen councils in EVERY grade of the school from the first on up. Naturally, the more mature the pupils are, the more responsibility they are able to assume.

A good way to initiate a council is to organize a committee for some one specific project, such as the promotion of a campaign or activity—good housekeeping, courtesy, health, publicity, welfare, candy counter, exhibit, bulletin board, etc. When the pupils appreciate the opportunities offered, and discharge these successfully, there will come a school demand for additional committees or broader activities.

Later, the necessity for some centralization of these and similar responsibilities will become apparent and a school council may be definitely planned, organized, and promoted.

In this way the council develops naturally, a little at a time. Too, it comes in response to a school demand for it. Thrusting the council onto a school that was not ready for it has handicapped the development of this fine activity.

● *Do you advise membership for school clubs in national and state organizations? Alvin McLendon Jr., McDonough High School, Georgia.*

In general, yes. A state or national organization represents a group of organizations which have the same interests, the same problems, and the same kind of programs and activities. Some of these larger organizations issue publications of various types, some are responsible for pertinent departments in professional magazines, and some of them hold conferences and meetings—all of these activities serve to help a local group.

Too, such membership adds to the dignity and importance of the local unit. And this should result in more effective and successful programs and activities.


There are two main possible objections to this membership, (1) the membership fee, and (2) the danger of outside control of the policies of the local group. At the present time, however, both of these possibilities are negligible. Where there is a membership fee

it is small and can be easily met by the local group. The possibility of outside control is slight, to say the least. And if it ever become a menace the local unit could withdraw.

● *Granted that fraternities in the high school are "undesirable" from the standpoint of the school, and that they are "here to stay," should the school authorities continue to "disapprove and fight" them, or "recognize" and try to "control" them? John A. Oliver, Nashville, Tennessee.*

Your second premise is sound only if we are certain that high school fraternities are "here to stay." And we are not. In fact, they have not "stayed" in a large number of schools about the country. Of course, if they were "here to stay," the school could not with wisdom continue to "fight" them. It would have to "recognize" and attempt to "control" them.

Several methods have been utilized in combatting these organizations. (1) They have been legislated against. Several states and many local boards have done this, but the results have not been very successful because of non-enforcement. It is worth noting that cases have gone to supreme court in several states, and that the fraternity has never won a single case. And of course it did not win in the lower courts or it would not have carried its cause to the supreme court. Another method has been to restrict school privileges to the members. Still another is a publicizing of a comparison of the records—scholastic, disciplinary, tardiness, absence, etc., of fraternity members and non-members. The offering of clear and conclusive evidence of the bad influence of the fraternity on the life of the school; the developing of disapproval among students and townfolks; and the evolution of a substitutionary program appear to be the best means of fighting the high school secret society.



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It is encouraging to know that the National Pan-Hellenic Congress of College Fraternities has opposed high school fraternities for more than twenty-five years; and that some college fraternities, Phi Delta Theta, Sigma Chi, and Delta Tau Delta, for example, have ruled that members of high school fraternities are ineligible to their organizations.

● *After a student council has commenced to function properly, should it be allowed to handle all disciplinary problems? Sam I. Bratton, Earle High School, Arkansas.*

ALL disciplinary problems? Certainly not. Any teacher or administrator know that there are many disciplinary problems that can and should be solved without publicity. These individuals settle many cases quietly with a word here, and encouragement there, or a friend-to-friend talk elsewhere. Publicity often does more harm than it does good. Frankly, our personal reaction to student-handling of disciplinary problems is hardly favorable. We realize the importance of the "social pressure" of one's own fellows, and that this is a way of democracy. Too, we know that councils and student courts do function—we have sat in on many and many a case.

However, legally, the students actually have no authority, even if it is "delegated" by the school administrator. They are minors, they have no standing in law. Their punishments are often too severe. They lack the maturity that is basic to successful case handling. They tend to make mountains out of mole hills. The attendant publicity is usually bad. Such responsibility often challenges violations. The possibilities of developing internal strife in the student body is always present. Trials are always time consuming. And frequently the teachers and parents take poor attitudes towards this procedure.

It seems to us that the council should work on the many possibilities of constructive activity and leave the solution of disciplinary difficulties to those who are legally charged with them.

● *How is it possible to get 100 percent pupil participation in a school publication? Should the quality of a school newspaper be sacri-*

ficed in order to give the mediocre and poorer students a chance to see something they have written appear in the newspaper? Evelyn Fries, Scranton, Pennsylvania.

In a normal setting it is not only probably impossible but also undesirable for every pupil to participate in newspaper production, athletics, dramatics, music, or anything else. Perhaps this is a pretty ideal, theoretically, but it doesn't take individual differences into consideration.

Suppose we get straight on the objective of the school newspaper before we answer the second question. The function of the newspaper is to provide school news of value or importance to the pupils. It is NOT to provide writing opportunities for those very few who have some ability. This is a value of such a publication, but it is not a major objective of it. "Encouraging young writers," "discovering and developing writing ability," "motivating English composition," and similar "justifications" of the newspaper are common, but they are flimsy and unsound. Opportunities for such encouraging, discovering, developing, and motivating should be provided, but it is logical to expect the other pupils to pay for these?

The newspaper must be justified on the basis of its contributions to those who buy and read it. And, consequently, it must be attractive to those—attractive in contents and presentation. If it isn't, it is a failure as a school organ irrespective of how much encouraging, discovering, developing, and motivating the getter-outers receive.

The chief difference between Democracy and Totalitarianism lies in the latitude permissible within their respective social norms. In the former, the traveller may deviate at will; in the latter they are like a narrow bridle path along which he must walk or perish.—*British Columbia Teacher.*

Theres always room at the top because so many who get there go to sleep and roll off.

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How We Do It

C. E. ERICKSON, *Department Editor*

Taking Inventory

I watched two men checking the contents of shelves in a drug store the other day. As I paid my check I asked the manager how frequently he undertook this time consuming audit of his goods. His reply interested me.

"Why this is the most important thing we do. We inventory all of our goods every two weeks."

He went on to explain the relationship between an exact understanding of what was happening and his ability to continue to profitably serve the public.

Should we take the needed time to inventory our extra-curricular activities? Is it possible to have a group of pupils and a sponsor constantly studying the whole program? Can we adequately answer such questions as:

1. What is now being done through our activities program?
2. What do the pupils really want in an activities program?
3. In what kinds of projects are the teachers most interested?
4. How can we best start new ventures? Discard useless old ones?
5. What are the real value and purposes of these activities?
6. Are there community citizens and community organizations anxious to help us?
7. What kinds of service can we render to our school and our community?

Form a policy committee to study and act on these problems. Guide your school council into a consideration of these topics. It is as important for the activities program to serve its public as it is for the corner drug store. Frequent inventories will promote more effective services.

Our Stamp Club

MARTHA BARRON, *Hawthorne Junior High School, Wauwatosa, Wisconsin*

Our stamp club is composed of pupils from grades seven, eight, and nine. Their ages range from twelve to fifteen years. To join the club a pupil must have a stamp collection or evidence of beginning one. Beginners are encouraged to make a general collection. There is always time later to specialize in the stamps of a particular country.

Our main objectives are: (1) to learn the fundamentals of stamp collecting (2) to promote stamp collecting as a hobby; (3) to promote stamp trading (4) to send for first day covers; (5) and to promote fair play and good sportsmanship in all of our stamp work.

The members meet for a period of thirty-five minutes once a week. The first few minutes of the period are used for checking the roll and taking care of old and new business. The students are always eager to finish these duties so they can be about more interesting activities. The remainder of the period is devoted to trading, buying and selling, seeing the collections of others, arranging stamps in the books, and using the stamp catalogs to determine values. This is usually a busy and orderly group. If interest begins to lag, as it sometimes does during a semester, we have stamp games or contests in which stamps are given as prizes.

During the first semester we have a Christmas party, and in the second, a baseball game. These activities are looked forward to with great interest. We try to plan them so there is a general good time for everybody.

The success of any stamp club is determined to a great extent by the careful planning and management by the sponsor. Non-cooperative members can not be tolerated, for they soon lower the morale of the group. Often a restless boy is thrilled by this hobby and in the stamp club learns his first lesson in spontaneous cooperation.

How Members of Our Spanish Club Learn Numbers

MILDRED FULTON, *Hogg Junior High School, Houston, Texas*

"Lleno" means "full" in Spanish. The members of our first year Spanish Club learn the numbers from one to one hundred by playing "Lleno," a game which we play with milk bottle caps and sheets of typing paper on which numbers have been written.

Our program committee took sheets of typing paper, folded them in the center crosswise and then lengthwise; then folded the top edges to the center folds and next, the bottom edges to the center folds. They folded each side edge to the lengthwise center fold. This gave sixteen small squares on each sheet of typing paper. The committee then numbered these squares with numbers drawn from slips, from one to one hundred. On the typing paper in the four squares at the top of the page, they used numbers from 1 to 26; in the four squares beneath these, numbers from 26 to 51; in the next four squares, numbers from 51 to 76; and in the four squares at the bottom of the page, numbers from 76 through 100.

The committee then visited one of our local

dairies which gave us a roll of 250 milk bottle caps. We had planned to save our own caps if we had been unable to obtain them from a dairy.

In playing "Lleno," the sponsor of the club or one of the best pupils calls in Spanish the numbers from the slips numbered from 1 to 100. At first it is advisable to have a member repeat the numbers in English or to have the Spanish words and their numeric equivalents written on the board where all the members may see them. The first one (or ones) to fill the sheet (or sheets) with milk bottle caps, which are put on each number called, calls out "Lleno." The one (or ones) must then call his (or their) numbers to see that he (or they) has (or have) made no mistakes in covering the numbers.

We use chewing gum for prizes, as all our members like gum and it can be obtained for a very small cash consideration.

A Christmas Tradition at Madison, Wisconsin

CECILE VOGENBAUGH, *East High School,
Madison, Wisconsin*

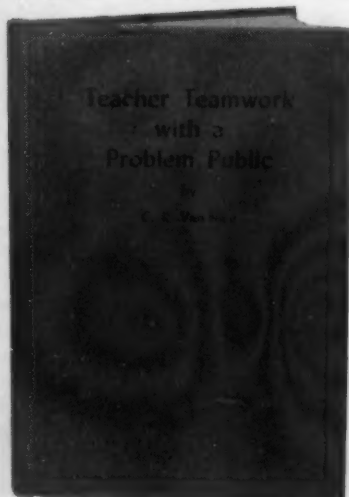
For the eighteenth time in eighteen years Madison will see the story of Christmas reenacted this December under the dome of the Wisconsin State Capitol. With hundreds of boys and girls from the Madison public

schools participating, this pageant has become so traditional to the city of Madison and surrounding towns that many people have been heard to say that they do not begin to feel the spirit of Christmas until after they have seen this service. Many people have seen the pageant seventeen times and expect to see it for the eighteenth time this year. Last year the capitol guards estimated that about ten thousand people saw the two performances that were given.

The beautiful marble interior of the capitol building makes a spectacular setting for the portrayal of the Christmas story with its familiar sequence of events. On a large stage, built into the north balcony and on two smaller stages built into flanking niches, tableaux are enacted with dramatic intensity for the thousands of people watching from the floor level and from the rotunda.

The lights dim. A huge star which seems suspended in the darkness overhead casts its glow on the pictures made by the actors. The shepherds in the fields awakened by the brilliance of the star start on their journey to seek the Christ Child. The three kings appear bearing their gifts. As the choir sings "Fall on your knees, O hear the angel voices," angels appear in a blinding flash of light. The story moves on and leads to the portrayal of Mary and the Christ Child and the adoration of the kings and shepherds.

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Your hardest problems are not in the book, not even in the school room.

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Impressive as is the color and drama of the tableaux, even more impressive is the accompanying music. High up under the huge dome of the capitol a brass quartet plays, and it seems as though the music is coming from the heavens. Also high in the dome is the antiphonal choir of fifty voices, which at intervals echos the songs of the large cappella choir, which is stationed in the south balcony. This choir of two hundred students singing without accompaniment, tells the story of Christmas in the well loved carols as the actors tell it in pictures.

This traditional pageant becomes an all-school production, since both students and faculty of many departments work together to offer one of the most magnificent affairs that a school can give its community. The personnel of the central committee may change from year to year, as does the assignment of conducting the choirs or training the young actors, but there are two people in Madison who are permanent members and without them there probably wouldn't be any pageant. These two people are Miss Ann Menaul, city supervisor of music for the public schools, who is the general chairman, and Mr. Bellamy H. Seals, the electrician for the state of Wisconsin, who gives much of his time to working out the beautiful light effects. The departments in the schools that contribute are music, art, dramatics, home economics, journalism, manual training, and physical education. Administrators and supervisors, pupils and teachers, school board members, and state employees all work together. The result is a beautiful Christmas custom of which every one in Madison is very proud.

The Work of a Student Council

W. W. NORRIS, *Student Council Sponsor, McAlester High School, McAlester, Oklahoma*

1. Last October 17, we began our work by asking all students and teachers to cooperate in a Color Day. Each person was asked to wear the school colors and his own class colors. Then at activity period we had general assembly, which consisted of student speakers who talked on the different traditions of our school. This is an interesting way to develop school morale, and may be planned for any day or time of the school year.

2. We sponsored an all-school play in co-

operation with the dramatic department. This proved very useful and beneficial. From this play the two departments realized over \$200.00, after the expenses were paid we got 50 per cent of the proceeds.

3. We used a part of this fund in advertising our football team locally. We purchased poster paper 24" by 30" and printed slogans, which we hung in strategic places in our corridors.

4. We took the job of advertising of an operetta for Thanksgiving, charged a small fee, and cleared about \$20.00 for our council.

5. We have a School Spirit cup which is given to the class making the highest score each nine weeks (our term is divided into 4 nine week periods). These points are as follows: (1) class with greatest percentage of season tickets to games, 100 points; (2) class with highest scholastic average, 125 points; (3) class with highest percentage of parents in attendance at P.T.A. meeting, 100 points; (4) class with highest percentage in attendance at student council meeting, 60 points; (5) class with highest percentage in daily attendance in school, 100 points; (6) class with smallest percentage of tardies, 100 points; (7) class with highest percentage in club attendance, 100 points. In this plan we give 75 points the 2nd place, 50 points the 3rd

SPEECHES AND REBUTTAL MATERIAL

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place, and 25 points the 4th place. This is our high point in morale each nine weeks.

6. We have posters with various slogans in each class room. A committee from the student council changes these each week from one floor to the next, and so on until a circuit is made. Then new ones are started around on the beginning floor.

7. We are giving eleven medals this year as follows: scholarship for each class, best girl dramatist, best boy actor, best all-round athlete, best all-round boy, best all-round girl, most useful council member, best one-act play author.

8. We sponsored the Reading and Declamation Contest in our grade schools last year. We gave a cup to the school winning the greatest number of points in this contest.

9. We printed numbers for 150 contestants in a two-way conference track meet last spring. This gave our council members a closer touch with track activities in this locality.

This may be helpful to some schools in solving the problem of "what can we do?"

Unique Function of Guidance at Stephens College

W. P. SHOFSTALL, *Dean of Administration, Stephens College, Columbia, Missouri*

The Objective is the coordination and integration of educational experience of each student.

Education of students at Stephens College is directed through the cooperation of seven groups. The hall counselors, the admissions counselors, the teachers (including librarians), the parents, the student organizations, and the clinicians make up six groups. With the seventh instructional group, the advisers, rests the responsibility for coordinating the activities of these six groups and for teaching the student to make an active rather than a passive contribution to her individual growth and development. In the advisers, the College has provided an over-view instructional unit which makes possible adapting the program to the needs of each student. The advisor helps her identify her needs, and sees that she comes in contact with the basic instructional groups or subdivision of the group that can help her meet these needs. Particularly does the adviser attempt to lead the student to think clearly and act intelligently about her own problems. Each adviser is responsible for the guidance of about ten students.

The program for achieving this objective is as specific and continuous as any program for achieving the objectives of a course.

Through the work of the admissions staff and through inquiry forms and tests administered before a student's arrival on campus, a goodly amount of information about an ad-

viser is put in an adviser's hands before he ever sees the student. Throughout the year the student is required to collect and consider information regarding her needs and progress within the different instructional units of the College. To supplement the continuing program "advising days" are scheduled, on which the advisee with the aid of her adviser studies her various records, outlines the action she plans to take for the ensuing period, and makes a statement of her progress to date and her future plans. A copy of this statement is sent to her parents with whatever modifications are necessary. These reports and statements are kept in a cumulative folder, and at the end of the school year they provide a complete picture of the direction and rate of a student's development. No classes are held on "advising days."

Provision is logically made for all special counseling.

When difficulties arise in a student's school life which she cannot surmount through her own resources, the adviser refers her to the specialist within the College who deals with such problems. Professional advice on problems of health (mental or physical), grooming, reading or study techniques, posture, voice, vocational choices, and expenditure of money is given in the clinics by specialists, not by the adviser, just as special advice about



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french, art, english, history, etc., is given in the classroom and not by the adviser. Sometimes student problems are such that the adviser is at loss to recommend procedures. Particularly to help advisers analyze such problems, a guidance clinic with diagnostic and testing facilities is available.

The entire faculty participates in the program, and administrative procedures must not interfere.

Advising, as outlined above, is the responsibility of every faculty member. Qualities necessary for doing this work are considered in faculty employment, and success or failure in the advising function is a major consideration in the retention and advancement of staff members. Likewise, it is necessary that the student have complete freedom in the selection and dropping of courses and other activities.

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G. A. A. in Fenger High School

FREDERICK W. SCHACHT, Principal,
Christian Fenger Senior High School,
Chicago, Illinois

The Fenger Girl's Athletic Association had its inception in 1924, when we were a small school of 1,000 students. At that time there were very few clubs, and we felt there was a need for a directed activity program for the girls, and also for a club to which all the girls might belong, without restrictions.

Since that time we have grown to a club which enrolls as members 98 per cent of the girls in school, 1,934 members last semester. We have a two week's membership drive at the beginning of each semester, directed by a representative from each division room, and proud is the "Rep" who brings her room in 100 per cent.

We have a bar system whereby any G.A.A. member may earn bars in any of the following sports: roller and ice skating (out-doors), bicycling, horse shoes, tennis, swimming, golf, rowing, canoeing, table tennis, bowling, croquet, and badminton. Not more than four bars may be earned per semester, and a cer-



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tain number of hours are required in each activity. A total of 3,172 bars were earned last year from September to June. The object, of course, to get the girls out-of-doors after school hours and to develop a sports hobby.

Until our program made it impossible last semester, we have always had an intra-mural game schedule (volley ball and basket ball) which has engaged as high as 78 teams in tournament play. These teams were made up of girls from each division room.

We give all sorts of parties: Halloween, Thanksgiving, always at Christmas with a large tree in the gym, senior round-up, splash parties, and as our grand finale the May Festival. Emulating our college sisters, we crown a May Queen, some member of the senior class. Every two years we give a bazaar to raise money to purchase any extra equipment we may need and as a workable fund for others of the girls' needs. The cooperation and interest of the girls is amazing. Nearly every girl contributes something; either an article she or her mother has made or some little thing she has bought. We never have enough.

And last, but by no means least, any girl may earn the coveted school letter if she can garner the necessary number of points. This takes no less than two years plus a great deal of determination as requirements are stringent.


The G. A. A. is under the direction of three officers (student elected) and, as previously mentioned, a representative from each division room.

Character Training At Recess

(Continued from page 102)

greatness, and when we say them, we mean each boy and girl."

Character education is one aim of the elementary schools. One of the best opportunities to achieve the goal of having boys and girls develop character and a desirable personality is by making use of the recess period. For our society these periods of play in the life of the child can be a Pandora's Box out of which, instead of evils, can come the traits that we in our democracy must possess, if we want to continue in our present way of life.



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Prestige Through a Community Chorus

(Continued from page 100)

musical productions or organizations nor was there evident interest in music.

First we used a small part of the Girls' Glee Club, only six voices, around which to build a chorus. The next step was to call upon the six churches of the town, each of which could furnish an average of two or three good singers. The Board of Education gave permission to use the school building for rehearsals, and a call for the first practice for a cantata to be rendered by a community chorus was issued. Weekly articles in the local newspaper and in the district newspapers beginning two months in advance aroused considerable interest. More hidden talent revealed itself when other interested citizens volunteered to join our group. Lest finances discourage anyone, everything was free, including the music. Rather than charge admission to the rendition of the cantata, to pay for our expenses we asked each of the twelve organizations in town to be sponsors of our project. They responded one hundred per cent, each contributing two dollars to buy music. By discounts and sharing books we managed without charging fees or taking collections, a feature which greatly promoted the success of the undertaking.

So many of the people were now interested that we have decided not to use the church for our performance but to make use of the local theater which had more room. The

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20 Assts. cost \$2.50—sell for \$5.00—Profit \$2.50
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100 Assts. cost \$10.00—sell for \$25.00—Profit \$15.00

Information and Sample Asst. sent on approval to teachers only.

THE SANDFORD CARD CO.

Box 78, Danville, N. Y.

owner was glad to give us the theater for one night free of charge and even advertised for us. One of the local ministers mimeographed programs. A lumber company built a platform, and local ladies provided beautiful decorations for us.

Thus for one project, a Christmas cantata, the school, through its music teacher, had aroused a whole village to work with enthusiasm and anticipation for several weeks. The school board, the theater owner, newspapers, twelve social organizations, six churches, the lumber company, a minister, thirty interested singers, the town's one good violinist, and two pianists had united in a healthy co-operative program with the school.

The theater was filled. Even people from surrounding towns were present. The program was a huge success and was talked about for weeks after. The Chorus insisted on remaining as an organization and immediately after the performance elected a chairman to arrange for continuing the work so enthusiastically begun.

Thus not only was the prestige of the school raised by this whole-hearted co-operation, but a general increase in interest in music has been developed in the whole town. Boys were asking for a boys' glee club; and a band has since been organized in the school with the village council voting funds for its support.

Music will no longer be haphazard in this school but will receive systematic attention and co-operation. The town is now expectantly waiting for the next Community Chorus performance, a rendition which will be by an improved and better trained group. Not to be overlooked is the fact that here is a town function which is desired by both the school and the community but which can be conducted only by real co-operation between these two groups which must lean upon each other for support.

Assorted Back Numbers

Several hundred miscellaneous copies of *School Activities* are being wrapped in packages of 27—no two alike and none of the current volume—and offered prepaid for \$2. This makes available at a nominal price over a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable new as when they were first published.

"You cannot make good citizens without making good men. The state is the individual writ large, and the finest wealth consists in those things which are increased by sharing, where one man's gain is not another man's loss."—(Dean Inge.)



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PROGRESSIVE TEACHER is now in its fiftieth year. It is strictly a teachers' magazine for all the grades. It is national in circulation and has a long list of authoritative contributors from all parts of the country. It brings you a veritable library of best Educational reading from experts in the field of education.

WHAT THE TEACHERS SAY "I can hardly get along without the Progressive Teacher"—Irene B. Langford, Box 366, Goose Creek, Texas.

"I get much help and many new ideas from this magazine and anxiously await its arrival each month."—Agnes W. Pymer, Edmonston School, Edmonston, Md.

"I am very much pleased with the magazine and find that it helps me very much."—Florence B. Pettway, Alberta, Ala.

"I like your paper very much and feel that it has improved my teaching a great deal since I have been getting it."—Iva Lawrence, McKenzie, Tenn.

"I enjoy and use, regularly, my papers from you; hardly see how I'd get along without them. Please never stop them."—Mrs. Maude Copledge, Rockingham, N.C.

"I have enjoyed your magazine very much. I find it a great help in teaching."—Adah Good, Limestone, Tenn.

"I think I could hardly teach without your magazine. It is so full of practical ideas and is concise enough for the busiest teacher."—Vesta McManus, Chamberlain, S.D.

WHAT THE SUPERINTENDENTS SAY "I am in receipt of September number of Progressive Teacher, and wish to express to you my thanks for this. I enjoy reading its articles, and always give the copies to teachers, in order that they may make use of the good things contained therein."—Carrie Eble, Superintendent Union County Public Schools, Morganfield, Ky.

"I am well pleased with your paper and our teachers are all interested in it and can't wait for the next issue for new ideas. Assuring you that your paper has a warm welcome in our school, I remain"—John Lynum, Superintendent Flo School, Buffalo, Texas.

"I have just completed a thorough survey of your November Progressive Teacher. I am convinced that this is a worth-while magazine. I shall write each of my teachers a letter calling attention to the excellent features and the very useful articles in The Progressive Teacher."—Maude E. Mitchell, Superintendent Walworth County Public Schools, Elkhorn, Wis.

WHAT THE EDITORS SAY "The June number of Progressive Teacher has just come in. I am greatly pleased with it. It is a splendid magazine of educational journalism, one of the finest I have ever seen and I have examined most of the school magazines of the country."—Joy E. Morgan, Editor of The Journal of the National Education Assn., Washington, D.C.

"I like your Progressive Teacher and believe that it has a great future."—Frank H. Palmer, Editor, "Education," Boston, Mass.

WHAT THE MANUFACTURERS SAY "We are having magnificent results with our Columbia Movable Chair Desks. We believe we have established a World Record in selling new desks. Since the list on page one of the inclosed circular was printed four days ago, we have received orders from forty-eight additional cities. Please hold the back cover page in two colors for us through five issues."—J. C. Moore, Columbia School Supply Co., Indianapolis, Ind.

"Yours of the 19th is received. Note that (7) pieces of copy for Kondon's has been completed with the March issue. You have given us good position. There is no doubt but what we will be in your magazine again next season, probably from October to March."—T. N. Kenyon, Kondon Manufacturing Co., Minneapolis, Minn.

WHAT THE PUBLISHERS SAY "I want to tell you that I have examined very carefully the May issue of The Progressive Teacher, and consider it a most credit-

able teacher's magazine. I was especially glad to note that you have some very fine advertising, and I congratulate you."—Dudley R. Cowles, D. C. Heath and Company, Atlanta.

"I want to take this opportunity to congratulate you on the way in which you have handled our advertising. Let me say that whoever has charge of setting up your copy knows how to do it far better than the average man who has charge of that work in educational magazines."—C. H. Burrill, Iroquois Publishing Company, Inc., Syracuse, New York.

"I thank you for the looks of our advertisement I saw in your magazine, The Progressive Teacher. I was pleased with the appearance and position which you gave. We will take the same space for five more insertions."—Mrs. Dorothy B. Converse, Business and Sales Manager, The Womens Press, New York City.

WHAT THE SCHOOL HEADS SAY "I am certainly glad to see the effective way that you are carrying on The Progressive Teacher, and I congratulate you on the admirable magazine which you are furnishing your subscribers. I find that it is one of the most read school magazines that we have on our library shelf here at Furman University."—Harry Clark, Dean of Summer School and Professor of Education, Furman University, Greenville, N.C.

"You have a splendid publication that is very valuable to young teachers and I should not hesitate to advise any inquirer to subscribe for it. I should like to see a wide circulation of this magazine among the teachers of our section."—J. W. Brister, President, West Tennessee State Teacher's College, Memphis, Tenn.

"The Progressive Teacher is an excellent publication."—John Preston McConnell, President, State Teachers College, East Radford, Va.

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New Helps

● **INCREASING POWER OF THE FEDERAL GOVERNMENT**, edited by E. C. Buehler. Published by Noble and Noble, 1940. 381 pages.

This is Volume VII of the Debater's Help Book Series, the current number of which is always looked forward to by debate coaches. Included in this volume are these helpful features: Analytical Discussion; Characteristics of the Question; The Federal System; An Approach to the Issues; Questions, Answers, and Comments; Complete Briefs; Reprinted Articles; Who's Who Among Our Contributors; and an Extensive Bibliography.

● **SAFETY**, by Sidney J. Williams and W. W. Charters. Published by The Macmillan Company, 1940. 440 pages.

This is a textbook and guidebook for the teaching of safety. It is intended for use in the high school, although it is written in a simple style that will offer no difficulty to students of the upper grades of the elementary school. Among the outstanding features of this volume are: detailed directions as to what to do in emergencies, attention to the psychological aspects of safety, close integration with the sciences, stress laid on the need for cooperation, study equipment, and an abundance of illustrative material.

● **BETCHA CAN'T DO IT**, by Alexander Van Rensselaer. Published by D. Appleton-Century Company, 1940. 168 pages.

A hundred and two stunts and practical jokes are offered here for the party director who is in need of "something to do." Activities calling for wit or skill and offering a challenge to guests at informal social gatherings are collected and described here in a manner that will appeal to any host or hostess. It is easy to read and well illustrated. Every school library should have a copy.

● **SAFETY EDUCATION**, by the Commission of Safety Education of the American Association of School Administrators, 1940. 44 pages.

This large volume represents the work of many educators working on the national problem of education for safety. It deals with such general phases of the problem as "Safety and Its Relation to Education" and with such specific phases of the problem as "Driver Education" and "Training of Teaching Personnel." It includes a good bibliography, some illustrations, outlines for programs of safety teaching, plans for club organization, and other matters as would come under the title of a complete book by this name.

The Case Against Increasing The Power of The Federal Government

(Continued from page 115)

- B. A reduction in the power of the federal government would reduce federal taxes.
- C. The power of the individual states would be restored by a reduction of the power of the federal government.

EFFECTIVE STRATEGY TO USE IN DEBATES

A debater may be able to force his opponent to waste time by: (1) asking needless questions and explanations; (2) making the affirmative defend minor points, and (3) demanding a detailed plan of government operation.

DEMANDING A DETAILED PLAN

The negative has a right to demand a detailed plan of the affirmative case and the right to expect to point out how it will be put into effect, when it will go into effect, and the conditions under which it will operate. If for any reason the affirmative fails to give a detailed plan, they are conceding a distinct advantage to their opponents.

Government Comes to School

(Continued from page 117)

and did so without any help, except with grammatical construction.

One rehearsal was all that was necessary for the program. The speakers and the pupils who were to introduce them were arranged on the left side of the stage. The program leader, seated behind a small table, occupied the center. To the right sat the "class"—the pupils who were to ask the questions.

Each speaker talked for about ten minutes, outlining the highlights of his office from a pupil standpoint. The program leader then conducted what could be termed a forum period. During this period each pupil asked his question and the designated official answered. At no time was there a teacher, principal, or any school official on the platform.

As was stated before, the audience response was unusual, and the results surprising. The thirteen hundred pupils in the audience, while not spell-bound, were impressed by the positions held by the speakers. One pupil had previously stated when told the mayor was to speak, "You mean the real thing?"

The principal, faculty, and pupils felt that the program had very definite and tangible educational values. What was the surprising feature was that the program when first set up did not look particularly promising. The co-operation of the public officials, the successful carrying-out of pupil assignments, and the air of civic importance all combined to make our program an outstanding success.

Comedy Cues

PAST DUE

"A nice sort of welcome!" said the father visiting his son at boarding school. "I am hardly out of the train when you ask me for money."

"Well, dad, you must admit the train was twenty minutes late."

—Alabama School Journal.

SPIRIT OF '76

Adams: "See that drum? My great-grandfather used it in the Revolutionary War."

Adamic: "Yes, and I suppose he beat it when he saw the enemy."

LIKE A TOP

Wise: "When I woke up this morning I found all the bedclothes wound tightly around me."

Guy: "My, you must have slept like a top."

AT THE BOTTOM

Professor: "Everyone must learn by beginning at the bottom. There are no exceptions to this rule."

Student: "None at all?"

Professor: "No."

Student: "How about swimming?"

—Balance Sheet.

SCORED!

The teacher turned on little Freddie. "Young man," she said, "I will have to keep you in after class again!"

"Okay!" replied the eight-year-old. "But I'll have you know that half the town says we're going steady!"

—Michigan Educational Journal.

BEFORE THE STORM

A collegian sent his brother this telegram: "Flunked out. Am coming home. Prepare Papa."

Two hours later he got this reply from his brother: "Papa prepared. Prepare yourself."

—Balance Sheet.

THE ODD MAN

"How many students are there in the university?"

"About one in every five."—Texas Outlook.

VICE VERSE

Slippery ice—very thin;
Pretty girl—tumbled in;
Saw a fella—on the bank;
Gave a shriek—then she sank;
Boy on hand—heard her shout;
Jumped right in—pulled her out;
Now he's hers—very nice;
But she had—to break the ice.

—Wisconsin Journal of Education.

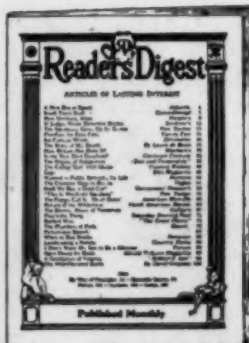


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